

**California State University, Fullerton
Department of Counseling
Student Handbook
2024-2025**

Revised 02/2025

This Student Handbook was developed for the purpose of informing students of the policies and procedures that pertain to the Department of Counseling in The College 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: <https://hhd.fullerton.edu/counsel/current-student/index.html>
- Signing the Declaration, to verify that the handbook has been read. Students are required to turn this in prior to new student orientation. This signed form will be held by the Department in your student file.
- Signing the Informed Consent, 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 prior to 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: <https://hhd.fullerton.edu/counsel/current-student/index.html>
- Students are responsible for logging into their **campus-assigned email and student portal** on a regular basis (**every day**) to be aware of important information relating to you as a student. This could include various Department information, schedule changes, dates, meetings and events. 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 Clinical Mental Health Counseling program. Students admitted to our program have gone through a competitive selection process. Our goal is to train highly culturally responsive scholars and practitioners who will exert a positive influence on our diverse communities. We look forward to working with you on your journey 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. To assist you with Departmental, program, and curricular 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. There is no substitute for individual, personal contact, and relationship with an advisor and/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, based on 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. Instead of asking Department Office staff any academic-related concerns, contact your advisor directly.

Your training in our program will almost inevitably cause you to look closely at yourself, your family and community, your values and corresponding intersecting cultural identities, 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. Through a variety of introspective assignments, personal issues will likely be raised in the classroom. 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, cannot act in the capacity of counselors or therapists with you, either in or out of the classroom. In your acceptance of admission into our program, you also assume responsibility for taking care of personal issues in an appropriate forum outside the Department. Please be aware that part of being a counselor entails exploring and addressing your own personal issues. The Department strongly recommend that when students find themselves experiencing levels of discomfort or distress while undergoing training, they should 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. The Department hopes that each student engages in personal psychotherapy prior to graduation to understand themselves better and the experience of clients.

The Department looks 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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Land Acknowledgement

We would like to take a moment to recognize the Gabrielino Tongva People, the First People of the Great Los Angeles Basin. From time immemorial, they have lived and thrived in their ancestral land known as Tovaangar. They are the original scions of this land and one of their closest villages known as Hotuuknga/Hutuknga is where California State University, Fullerton has been established. Hotuuknga/Hutuknga means, “night, for at the beginning of the world, they went no more in the night.” We acknowledge the unratified treaties and unkept promises to the Gabrielino Tongva Nation, and we unite with them in solidarity by recognizing the truth of their continued existence, their sovereignty, and their self-determination as a Nation.

Mission Statement

The faculty in the Department of Counseling are committed to training competent professionals who are prepared to serve as clinical mental health counselors. We work with students from diverse racial, ethnic, 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 responsiveness 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.

Program Objectives and Student Learning Outcomes

The list of student learning outcomes (SLOs) represents a portion of what faculty want to ensure that students learn during the program. The SLOs are assessed throughout the program to meet both University and CACREP assessment requirements.

A. Professional Counseling Orientation and Ethical Practice

Program Objective: Students will be able to demonstrate knowledge of: (a) the historical and philosophical underpinnings of the counseling profession; (b) ethical and legal guidelines of the profession; and (c) professional counseling credentialing, certification, and licensure.

1. Demonstrates knowledge of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. (CACREP Professional Counseling Orientation & Ethical Practice 2.F.1.g)
2. Demonstrates knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (CACREP Professional Counseling Orientation & Ethical Practice 2.F.1.i)

B. Diversity Awareness and Sensitivity

Program Objective: Students will be able to: demonstrate awareness of the major cultural influences on human behavior, how those intersect with the mental health of their clients, and how they influence and how they influence their own perceptions and biases regarding clients.

1. Identifies major cultural constructs (e.g., race/ethnicity, social class, sexual/affective orientation, range of gender identities, religion/spirituality, oppression/privilege, dis/ability, and identity development) and how they intersect with the mental health of clients (or client scenarios). (CACREP Social & Cultural Diversity 2.F.2.c)
2. Explores and articulates the sources of counselors' own personal value systems (e.g., race/ethnicity, social class, sexual/affective 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. (CACREP Social & Cultural Diversity 2.F.2.c)
3. Identifies stereotypes, how they derive from the traditional values and norms of various cultural groups and can result in systemic oppression. (CACREP Social & Cultural Diversity 2.F.2.c)
4. Identifies ways in which counselors can promote social justice and advocacy on behalf of clients. (CACREP Social & Cultural Diversity 2.F.2.c)

C. Clinical Skills (took out legal/ethical and the second group item)

Program Objective: Students will be able to: demonstrate awareness of the social and cultural influences on human behavior; demonstrate effective counseling skills; evaluate clients' progress; recognize and mitigate countertransference; and conduct counseling with appropriate awareness of ethical and legal issues.

1. Demonstrates effective counseling skills with individuals (adults & children), couples, families, and/or groups. (CACREP Counseling & Helping Relationships 2.F.5.g)
2. Evaluates clients' progress toward treatment goals during Practicum experiences. (CACREP Counseling & Helping Relationships 2.F.5.g)
3. Demonstrates the ability to modify interventions based on clients' intersectionality. (CACREP Social & Cultural Diversity 2.F.2.c)
4. Demonstrates writing that is professional, ethical, and respectful with regard to clients. (CACREP Counseling & Helping Relationships 2.F.5.g)
5. Recognizes countertransference that may be interfering with the client's process; minimizes countertransference through personal work and understands how

countertransference can be used in therapy. (CACREP Counseling & Helping Relationships 2.F.5.g)

6. Demonstrates knowledge of the dynamics associated with group process and development. (CACREP Group Counseling & Group Work 2.F.6.b)
7. Demonstrates knowledge of characteristics and functions of effective group leaders. (CACREP Group Counseling & Group Work 2.F.6.d)

D. Conceptualization and Treatment Planning

Program Objective: Students will demonstrate knowledge of counseling theories and a bio/psycho/sociocultural/spiritual framework and apply them to case conceptualization. They will demonstrate the ability to appropriately use the DSM-5 (Diagnostic and Statistical Manual of Mental Disorders). They will construct relevant treatment plans.

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. (CACREP Counseling & Helping Relationships 2.F.5.g)
2. Appropriately applies the diagnostic categories of the DSM-5. (CACREP Clinical Mental Health Specialty 5.C.2.d)
3. Collects and integrates multiple aspects of the assessment process in order to form appropriate diagnoses and intervention strategies. (CACREP Assessment & Testing 2.F.7.e)
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. (CACREP Career Development 2.F.4.b)
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. (CACREP Clinical Mental Health Specialty 5.C.3.a)
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 create treatment plans. (CACREP Clinical Mental Health Specialty 5.C.3.a)
7. Demonstrates knowledge of how biological, neurological, and physiological factors affect human development, functioning, and behavior. (CACREP Human Growth and Development 2.F.3.e)

E. Research and Professional Writing

Program Objective: Students will be able to: critically analyze research methodology and the professional literature regarding a counseling topic; construct an original research project; and demonstrate professional writing skills in accordance with APA Style guidelines.

1. Utilizes a formal system of inquiry that integrates the work of researchers and counselors and applies it in a research project regarding a specific clinical issue relevant to clinical mental health counseling. (CACREP Research & Program Evaluation 2.F.8.a)

2. Writes a literature review regarding a specific clinical issue relevant to clinical mental health counseling. (CACREP Research & Program Evaluation 2.F.8.a)
3. Demonstrates writing that is concise and organized, as well as correct in terms of grammar, punctuation, and sentence structure. (CACREP Research & Program Evaluation 2.F.8.a)
4. Demonstrates original writing that is correct according to APA style (e.g., structurally and mechanically, including correct citations and references). (CACREP Research & Program Evaluation 2.F.8.a)

Program Objective: Professional Dispositions

Students are evaluated throughout the program for their fitness for the field, which involves their dispositions and professionalism. The Department defines a counselor's disposition as having four components: (a) Effective and professional communication and collaboration: Emotional maturity, self-awareness, and counselor presence: (c) Dependability, reliability, and ethical behavior; and (d) Respect for diversity and openness to other worldviews.

About the Department

The office of the Department 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 offers a Master's of Science in Counseling, which leads to eligibility for state licensure as a Licensed Professional Clinical Counselor (LPCC) and Licensed Marriage and Family Therapist (LMFT) in the state of California.

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 will have met the curricular requirements for your degree.

We prepare students to work in clinical mental health settings such as 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 October 31, 2031, 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.

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

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 will have met the curricular requirements to seek licensure in California.

Certification

National certification is a designation that informs others that you have voluntarily met high national standards for the practice of counseling. Students who graduate from our program may be eligible to seek certification from the National Board of Certified Counselors (NBCC) once they complete their licensure requirements. Students could pursue the National Certified Counselor (NCC) credential by taking the National Counselor Examination (NCE). Students who successfully pass the California state licensure exam and the National Clinical Mental Health Counselor Exam (NCMHCE) are eligible to pursue the Certified Clinical Mental Health Counselor (CCMHC) credential through NBCC as well. Both certifications require certified individuals to complete continuing education requirements to maintain certification. More information can be found at: <https://nbcc.org/certification>.

Emphasis on Clinical Mental Health Counselor Training

Our emphasis is on the training of clinicians who can serve the needs of individuals of all ages, couples, families, and groups in their community. 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 clinical mental health counselors in the community.

Our Philosophy

Our orientation is relational and systemic (macro and micro). 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 lives. The program strongly emphasizes a social justice perspective by exploring intersecting identities, oppressions, and privileges that we all hold. We are a culturally diverse faculty that specializes in working with students from different backgrounds. We prepare culturally responsive clinical mental health counselors who will be sensitive to the diverse cultural heritages and special needs of individuals and families living in our community.

Ánimo: Latinx Counseling Concentration

The Ánimo: Latinx Counseling Concentration is a new component of the Counseling program and is designed to address the professional, curricular, and training needs of clinical mental health counselors working with Latinx and Spanish-speaking clients. The Ánimo: Latinx Counseling Concentration provides trainees course curriculum that meets requirements to pursue licensure as Professional Clinical Counselors or

Marriage and Family Therapists in California and is grounded in nationally approved competencies: Council for Accreditation of Counseling and Related- Educational Programs (CACREP) and the American Counseling Association (ACA).

Furthermore, the *Ánimo* Concentration focuses on developing self-awareness as a bilingual and bicultural clinical mental health counselor, knowledge of Latinx-cultures and *therapeutic*-Spanish, familiarity with interventions appropriate to Latinx and Spanish-speaking clients, and social justice advocacy for issues relevant to the Latinx community. The concentration is embedded within the wider M.S. Department of Counseling. Of the total 63-units for the Master's degree, the *Ánimo* Concentration consists of five core courses (COUN 511B, COUN 522B, COUN 527B, COUN 530B, and COUN 584B). Students must first be accepted into the Department program before applying to the concentration. There are also a pre-requisite and an exit-requirement of spoken-Spanish competency. Students will share a cohort style enrollment for the five courses taught by bicultural and bilingual professors. The number of units required for graduation will remain the same as for non-concentration students: 63-units. Courses will be taught primarily in English with plenty of opportunities to practice and build spoken therapeutic-Spanish skills.

Meeting Licensure Requirements

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.

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

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.

Dr. Brew can be contacted in EC 422, office phone (657) 278- 2708, email: 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, email: jcervantes@fullerton.edu

Matt Englar-Carlson, Ph.D., Professor, Post-Practicum Advisor, and Department Chair

Matt's professional work and scholarship focuses on fostering strength-based, healthy masculinities in schools and community settings, social justice and diversity issues in psychological training and practice, global men's health, and psychotherapy with boys, adolescent males, and adult men. Dr. Englar-Carlson can be contacted in EC 426, office phone (657) 278- 5062, email: mattec@fullerton.edu

Miranda R. Gonzalez, B.A. in Sociology & Communication Studies, Counseling Department Coordinator

Miranda's interests include serving underserved identities and communities, advocating for students, and leadership development with a focus on empathy. As a proud first-generation student and second-generation Mexican American, she strives to make higher education more accessible throughout her career. She also loves to cook, read, travel, take film photos, and thrift.

Miranda can be contacted in EC 405B and by email: mirgonzalez@fullerton.edu

David W. Hart, Ph.D., LPCC, Lecturer, & Director of Clinical Training

Dave has developed a clinical specialization in gerontology working primarily with LGBTQ+ older adults and people living with dementia and their families. His research and practice interests include caregiver wellness, spiritual integration in counseling, holistic approaches to psychotherapy, and building anti-racist and gender-affirming practices in counselor education. Dr. Hart can be contacted in EC 484, office phone (657) 278-2167, email: dhart@fullerton.edu.

*Olga L. Mejía, Ph.D., Associate Professor, Director of the *Ánimo Latinx Counseling Concentration*, & Faculty Advisor to *Ánimo: Latinx Counseling Association**

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, email: omejia@fullerton.edu

Angela Mello, M.S., Student Advisor, & Admissions Coordinator

Angie's clinical and research interests are eclectic, with a consistent focus on social justice,

empathy, and empowerment, including family systems, group therapy, women's issues, queer issues, and feminist theory. Angie is an alumni of the MS of Counseling program here at CSUF, and she has worked in various community mental health settings including substance abuse and addiction, as well as children and family services.

Angie can be contacted in EC 429, office phone (657) 278-5772, email: amello@fullerton.edu

Shelley Mulock, MS., APPC, AMFT, Practicum & Fieldwork Coordinator

Shelley's interests include growth and support for students, young adults, and professionals. She is also interested in bereavement and trauma work, challenges around life transitions and aging, and helping elders and their communities to create and maintain environments that promote thriving and individual well-being.

Shelley can be contacted in EC 479-C, office phone (657) 278-7454, email: smulock@fullerton.edu

*Betsy M. Perez, Ph.D., Assistant Professor in the *Ánimo Latinx Counseling Concentration**

Betsy's interests include infusing social justice advocacy into her practice, addressing issues of systemic barriers. As a practitioner, Betsy worked in K-12 schools as a school counselor working exclusively within Title I schools to address opportunity gaps for students, families, and staff; advocating for BIPOC youth and addressing systemic change to increase mental health awareness and services in underserved communities.

Dr. Perez can be contacted in EC 444 and by email: betsyperez@fullerton.edu

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

Eric's interests include strengths, resiliency, and support within the LGBTQQIA 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 430, office phone (657) 278-8154, email: eprice@fullerton.edu

Rebekah Smart, Ph.D., Professor

Rebekah's interests are in women's issues, cultural issues, and feminist theory, as well eating disorders and sexual harassment. 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

*Edson Andrade Vargas, Ph.D., Assistant Professor in the *Ánimo Latinx Counseling Concentration**

Edson's interests include the implementation of multicultural and social justice approaches in counselor education and counseling. He enjoys working with college students in clinical practice and through engagement in student affairs services.

Dr. Vargas can be contacted in EC 484 and by email: edsandrade@fullerton.edu

Regular Adjunct Faculty:

Jason Branch, Cheryl Crippen, Thomas Farmer, Jacquelyn Gerali, Michelle Gottlieb, Nick Lazzareschi, Briana Messerschmidt, Joanne Munro, Thuy Nguyen, Taylah Poole, Rogelio Serrano, Farifteh Shahbazian, Debra Stout, Paolo Varquez

The Department Chair

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

1. Promotes the vision, culture and environment of a model department and university.
2. Supports the strategic plan as well as the missions and goals of the university.
3. Identifies and promotes best practices as they relate to the disciplines of the Department.
4. Ensures that the Department is aware of, and operates within the framework of, the university, college and Department mission and goals.
5. Adheres to collective bargaining and university policies.
6. Provides leadership to the Department in the recruitment and retention of high quality and diverse faculty and staff.
7. Coordinates the hiring of tenure-track and part-time faculty, staff, and student assistants for the Department.
8. Develops a harmonious, collegial, and collaborative environment in the Department.
9. Facilitates collaboration and cooperation between the Department, other departments or units within the college, and the Dean's office.
10. Escalates issues such as discrimination, harassment, retaliation, compensation, ADA accommodation requests, medical leaves, and parental leaves to the office of Human Resources, Diversity and Inclusion.
11. Escalates issues pertaining to sex discrimination, including sexual harassment, sexual misconduct, dating and domestic violence and stalking, to the Title IX coordinator in the Division of Student Affairs.
12. Serves as a representative of the Department to the college, campus and external community.
13. Supervises and coordinate the Departmental course schedules with the college and university.
14. Provides oversight of Department staff, including supervision, work assignments, and assistance with personnel matters.
15. Teaches courses as appropriate to the appointment.
16. Coordinates all budgetary matters of the Department.
17. Coordinates all curriculum development, revisions, and enhancements in cooperation with other departments or units within the college, the Dean's office, and the university.
18. Ensures that the Department is aware of all relevant Department, college, and university policies.
19. Facilitates the internal and external grant activities of the faculty.
20. Promotes the scholarly and creative activities of the faculty.
21. Coordinates student recruitment and retention activities within the Department and between the Department, college, and university.
22. Participates in image-building and fund-raising activities of the college.
23. Participates in, and coordinate, the RTP process within the Department.
24. Participates in meetings, retreats, and professional development activities planned by the college and/or the university for the department chairs.
25. Responds to telephone and email prompts and be available for on campus meetings.
26. Other duties and responsibilities as assigned by the HHD Dean.

Admissions Committee Chair

The Chair of the Admissions Committee is the coordinator for the Counseling program's admissions process. 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. Chairs the Admissions Committee in conducting interviews and making final decisions.
6. Supervises the Prospective Student Advisor (whose role is to meet with interested candidates; answer prospective student's questions and facilitate their successful application process; manage all administrative aspects of the admissions process; and coordinate Department admissions issues with the University Office of Admissions and Records.)
7. Advises denied students on how to strengthen their applications if they wish to re-apply and deals with appeals from denied students.

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 in the community.

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

1. Make initial contact with potential agencies and conduct site visits to ascertain appropriateness of the site for Practicum training needs and that supervisors meet qualifications set by the Board of Behavioral Sciences (BBS) and Counsel for the Accreditation of Counseling and Related Educational Programs (CACREP).
2. Facilitates an orientation to fieldwork site supervisors regarding program requirements and expectations.
3. Coordinates supervisor professional development program and maintains documentation.
4. Work with agencies to meet the clinical training requirements for Trainees as set forth by the Department, CACREP, and the BBS.
5. Engage with Practicum placement sites by informing them of CSUF's policies and procedures, responding to agency and student needs when issues are not resolved by Practicum instructors, and providing consultation to agencies to enhance their LPCC/LMFT clinical training programs.
6. Facilitate the Student Practicum Orientation each semester for students to assist Trainees in their preparation for Practicum.

7. Ensure that students and clinical training sites are in compliance with BBS rules and regulations, including legal and ethical guidelines, and CACREP accreditation standards.
8. Review all student evaluations of agencies and agency evaluations of students and make recommendations as appropriate.
9. Evaluate feedback from Practicum instructors about clinical training sites and students and follow up as appropriate.
10. Conduct exit interviews and evaluations with each graduating student.
11. Facilitate the Associate Preparation Workshop (part of the Exit Interview event) for students during their last semester in the program to inform them about the Associate PCC/MFT registration process with the BBS.
12. Develop new Practicum field placements for the LPCC/LMFT Clinical Training Site Directory.
13. Ensure the Clinical Training Handbook is updated annually and is shared with students entering fieldwork and all fieldwork supervisors.
14. Ensures the written supervision agreement is updated annually to remain consistent with BBS and CACREP standards changes.

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 race or ethnicity, sexual/romantic orientation, gender identity or expression, cultural values, disability, social class, 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 clients 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 Statutes and Regulations for the California 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. These important standards are available online at: <https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf>

Technological Competency Standards

To fully participate in the program, students need various technological proficiencies. The following list entails technological expectations required of all students. If a student does not meet these requirements, it is their responsibility to seek help and work to increase their aptitude. Various campus resources are also listed below. When a student is accepted into the program, they will need to meet the following technological competencies, which includes but is not limited to:

1. Meet the university's basic level of computer competency for all new students, which reads, "All entering students are expected to be knowledgeable in the use of a personal computer (Windows or Mac) prior to being admitted to the university. Entering students should have 1) the ability to use an electronic device [(e.g., laptop, tablet)] to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices; 2) the ability to use a word processing program that runs on a Windows or Mac computer to create, edit, format, store, retrieve and print documents; 3) the ability to use an electronic mail system to receive, create, edit, print, save, and send an email message with and without an attached file and 4) the ability to use an internet browser."
2. The knowledge and ability to read information from a digital screen.
3. The access, knowledge, and ability to run reliable Internet for various tasks.
4. The access, knowledge, and ability to troubleshoot Internet connectivity difficulties.
5. The access, knowledge, and ability to run and navigate an Internet browser, such as Google Chrome or equivalent. All applications are completed digitally.
6. The knowledge and ability to engage in Internet search and retrieval skills to complete assignments.
7. The knowledge and ability to use electronic mailing systems, such as Gmail, Microsoft Outlook, or equivalent. Most information with prospective students is communicated via email. Regular access and checking of email is required to ensure clear communication between students and the program.
8. The knowledge and ability to use, or learn to use course and learning management systems, such as Canvas or equivalent.
9. The knowledge and ability to upload, download, and attach documents in electronic mailing systems, learning management systems (e.g. Canvas), and Internet browsers.
10. The knowledge and ability to use software for writing and formatting required documents, such as Microsoft Word, Adobe Cloud, or equivalent.
11. The knowledge and ability to use software for presenting, such as Microsoft PowerPoint or equivalent.
12. The ability to utilize other software applications as course requirements dictate.
13. The knowledge and ability to run and navigate tele-video platforms, such as Zoom or equivalent.
14. The access, knowledge, and ability to regularly print assignments.

15. The ability to conduct yourself in an appropriate and professional manner when online.
16. The ability to ask for technological assistance when needed.

The follow resources are available on campus for students needing assistance with technological access and aptitude:

- a. [Student IT Help Desk](#). The Student IT Help Desk provides technical support to students for campus related technologies such as Titan Online, Campus Portal, Canvas, Campus Email, Campus software, and Campus wireless connection. You can also contact them by phone at (657) 278-7777 or via email at helpdesk@fullerton.edu.
- b. [Student IT Do-It-Yourself Guides](#). Find DIY guides on how to get connected to and use the various campus resources such as student email, wireless network, Titan Online, TitanNet and Canvas.
- c. [Center for Equitable Digital Access Equipment Checkout](#). Their goal is to provide students with the solutions needed to thrive academically and in the workplace.
- d. [Campus Computer Labs](#). There are many computer labs around campus that students can access to complete their work, collaborate on projects, and print.
- e. [Student Software](#). Division of information Technology offers free and low-cost software, such as Adobe Creative Cloud, Microsoft Suite, and Dropbox to students.
- f. [Library Support](#). Access to the campus library is available on the Canvas website. Click on the “Library” tab or enter <http://library.fullerton.edu> as a URL in your internet browser. For online library support, look under “Library Services,” then “Online Services.”
- g. [Disabled Student Support Services](#). Special accommodations for students with disabilities are be made on an individual, as-needed basis in compliance with the [university catalog](#). If this applies, please contact the instructor as soon as possible.

Zoom Policy

This policy is to clarify issues around attending in-person classes by Zoom (i.e., “zooming in” to a class in which everyone else is attending in person). Although each faculty member makes their own decisions, there are guidelines that the entire department follow and are important for students to know:

1. If a faculty member has stated that they are open to students zooming in under certain circumstances, be aware that faculty may vary somewhat in what they allow. Make sure that you understand each faculty member’s policy, which will be outlined in their syllabus.
2. If a faculty member permits zooming in under certain circumstances, then there are things the student should adhere to: (1) contact the faculty member, ideally at least a day before class, and make the request (not a declaration) and explain the reason; (2) only make the request for serious circumstances (e.g., you feel fine to tune in to class, but you are ill); and (3) understand that you cannot zoom in multiple times and pass the class; this should be a rare occurrence.
3. If a faculty member has a policy of no zooming in, please understand that they are doing this for instructional reasons they believe are crucial to your learning. Some classes lend themselves more easily to zooming in and there are numerous instructional/curricular considerations faculty must manage. Please respect their choice. There is no reason to *expect* faculty to permit zooming in.
4. The university has specific policies (University Policy Statements, UPS) that outline requirements to be met for in-person, hybrid, and online (synchronous and asynchronous) courses. Unless there is a curriculum committee change process, the instructor cannot change the designated modality for a course (e.g., **from in person to remote learning**).

Student Dispositions and Learning

Students are expected to demonstrate appropriate counselor dispositions and professionalism throughout the program. They are expected to demonstrate adequate knowledge, awareness, and skills across core areas of counselor competency. The Department assesses dispositions and learning across the curriculum to understand how well students are doing individually, as well as collectively.

Dispositions and Their Assessment

As a CACREP-accredited clinical mental health counseling 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 fieldwork classes. Serious concerns, and/or patterns of continuing concerns, can also result in Departmental decision-making regarding placing students on administrative- academic notice with a remediation plan 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 these rubrics on pages 36-52 of this Handbook.

Student Learning

Formal assessment of student learning is required by the university and the program's accreditation body (CACREP). As a CACREP-accredited clinical mental health counseling program, the Department is required to assess students' learning across nine core competencies (Assessment and Testing, Career Development, Counseling and Helping Relationships, Group Counseling and Group Work, Human Growth and Development, Professional Counseling Orientation and Ethical Practice, Research and Program Evaluation, and Social and Cultural Diversity) as well as the Clinical Mental Health Counseling Specialty. These are embedded within the Department's five Student Learning Outcomes (SLOs) noted at the beginning of this document.

The Counseling Department assesses aspects of student learning in numerous classes across the curriculum. Student learning is assessed through “signature assignments” (e.g., papers, presentations, projects), exams, and Practicum evaluations by professors and site supervisors. Evaluations may be in the form of a rubric, table, or single score. The information is used to track and evaluate students’ progress in the program and is a part of their student record. There are at least three times when a student’s individual progress is examined by the faculty: (1) after they have completed their first semester; (2) at advancement to Practicum; and (3) at advancement to Final Project.

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 earned 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 because 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 online 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 based on 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. Students should understand that faculty members will make notations in student files about, but not limited to, the following: tardiness, such as turning in assignments late, showing up to class late, or returning from break late, along with any course grade of incomplete. The purpose of this notation is to ensure that these are exceptions rather than patterns of unprofessional behavior that require remediation.

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 nine units in the program, then the study plan will be approved by the Office of Graduate Studies, and students are considered classified.

New Student Evaluation

At the beginning of the student's second semester, faculty meet to evaluate the student's first semester in the program. This includes information from the first semester professors, grades, dispositions, learning goals, and advisement. If any concerns emerge, the Graduate Advisor will contact the student to discuss next steps.

Advancement to Practicum

Each student undergoes a comprehensive evaluation in the semester prior to their first Practicum (Counseling 530A or 530B). This evaluation determines *Advancement to Practicum*. Faculty will review all student information (grades, dispositions, learning goals, and advisement) and confirm students are ready to see clients. If faculty have concerns, the Graduate Advisor will contact the student to discuss next steps. In addition to the faculty's overall evaluation, students advanced to Practicum must have a 3.0 GPA, completed all Practicum prerequisites, and passed COUN 526 (Ethics) with B or higher.

Advancement to Final Project

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. Faculty will conduct a comprehensive evaluation of the student (grades, dispositions, learning goals, and advisement) and discuss each student in a faculty meeting to ensure they are ready to advance to Final Project. If faculty have concerns, the Advisor for Advancement to Final Project will contact the student to discuss next steps.

Notice

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

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 notice.

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 18-19 of this Handbook. See pages 36-52 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; and 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 notice 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 notice 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 notice, 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**.

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 within the 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.

Students' Rights to Accommodations

Students with documented special needs may qualify for specific arrangements related to attending class sessions, carrying out class assignments, and/or writing papers or examinations. UPS 300.001 states that "it is the responsibility of students with disabilities to apply for services" via the office of [Disability Support Services \(DSS\)](#). "Students are not required to disclose their actual condition to anyone other than the DSS counselor." If a student self-discloses a condition to a faculty member, that instructor should refer the student to DSS. When a DSS counselor has documented the condition and determined the appropriate accommodation, the DSS office will provide the faculty and student with a Letter of Accommodation (LOA). [DSS contact: email](#); phone = 657-278-3112; location = GH-101.

Academic Integrity

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.

UPS 300.021 states: " **Academic dishonesty** includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student..., assisting or allowing any of these acts, or the attempt to commit such acts." Academic dishonesty involves an attempt by students to show possession of a level of knowledge or skill that they in fact do not possess. **Cheating** is defined as the act of obtaining or attempting to obtain credit for work using any dishonest, deceptive, fraudulent, or unauthorized means. **Plagiarism** is defined as the act of taking the work of another and offering it as one's own without giving appropriate credit to that source, including missing or incorrect citations and references. Instructors who believe that an act of academic dishonesty has occurred (a) are obligated to discuss the matter with the student(s) involved; (b) should possess reasonable evidence such as documents or personal observation; and (c) may take whatever action they deem appropriate (subject to student appeal), ranging from an oral reprimand to an F in the course. Violations of academic integrity shall be reported to the Office of Student Conduct, which will record the violation and determine if additional action is warranted.

You, as a student, are responsible for knowing the definition of plagiarism according to the 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 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 online 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 requires students to complete four pre-requisites. At least three 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 (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)

Classes in fall and spring are offered at 1pm, 4pm, and 7pm, and students must be able to take both 4pm and 7pm classes to complete the program. Summer classes are only required during the Practicum year and are at 3:30pm and 6:30pm. However, if students do not choose to take summer, it will extend the amount of time to graduation. Most students complete the program in about 3.5-4 years.

COUN 500 Introduction to the 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 Diagnosis & Treatment Planning
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 (*Note: not all students will need to take this class*)
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 working with real clients at a clinical mental health agency in the community. This experience may be with any age of individuals, groups, couples, and families. All students are required to facilitate no less than ten hours of group counseling.

Minimum Practicum Experience Defined

Students must devote approximately 15-20 hours per week for three (3) consecutive semesters of supervised Practicum (including summer). Please refer to The California Board of Behavioral Sciences (BBS) regulations for minimum/maximum experience requirements by the state and the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP) for accreditation standard requirements.

The Department requires that students complete a total of 700 Practicum hours during their Practicum year, including a minimum of 280 direct client contact hours (DCC) 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 clinical mental health 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 are required to facilitate a group during their practicum experience.

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.

Students are expected to complete 100 total hours, with 40 of those hours being direct client contact during Beginning Practicum COUN 530A or COUN 530B. Any hours above 40 DCC/100 non-DCC will not be counted toward their total required hours of 280 DCC/700 non-DCC, per CACREP requirements.

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 and emails daily, and the Practicum orientation dates will be part of these announcements. Students are required to attend the fall or spring semester Practicum Orientation the 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 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 thoroughly 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 notification toward the end of the semester informing them of their new "advanced to Practicum" status. Students who advance to Practicum and are enrolled in a Practicum course 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. Finally, Practicum status can be revoked if the student goes on academic or administrative notice.

Practicing without a License

No student may advertise or perform clinical mental health counseling or marriage and family therapy in a private practice without the proper state license. In California, the

licenses for which we prepare students are the Licensed Professional Clinical Counselor (LPCC) and the Licensed Marriage and Family Therapist (LMFT). 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 the University). 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 will be forwarded to the appropriate State licensing agency.

Class Attendance

Regular class attendance in person is expected. Due to the experiential nature of counseling courses, attendance is critical to optimal learning. Much of the material presented is difficult to grasp solely 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. However, when students feel ill in a way that might be contagious, regardless of the symptoms, they should email their instructor that they will be unable to attend class due to illness. Please be thoughtful about stopping the spread of the viruses.

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 their 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 Meeting with Academic Advisors

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 will occasionally be unable to take the courses recommended by their advisor on their study plan. When this happens, students should contact their advisor to choose an alternate course to ensure they meet all pre-requisites to complete the program in a timely manner.

Students are required to meet with the Advancement to Final Project 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 logging into their **campus-assigned email and student portal** on a regular basis (**every day**). The portal is updated regularly and is the primary vehicle to inform students of important information and 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, email 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 email 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, 8:00 am to 5:00 pm.

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. Students should not plan events like weddings and vacations when classes are in session; these are not considered emergencies.

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 18 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:

1. Association for Adult Development and Aging (AADA)
2. Association for Assessment and Research in Counseling (AARC)
3. Association for Child and Adolescent Counseling (ACAC)
4. Association for Creativity in Counseling (ACC)
5. American College Counseling Association (ACCA)
6. Association for Counselor Education and Supervision (ACES)
7. Association for Humanistic Counseling (AHC)
8. Association for Multicultural Counseling and Development (AMCD)
9. American Rehabilitation Counseling Association (ARCA)
10. Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
11. Association for Specialists in Group Work (ASGW)
12. Counselors for Social Justice (CSJ)
13. International Association of Addictions and Offender Counselors (IAAOC)
14. International Association of Marriage and Family Counselors (IAMFC)
15. Military and Government Counseling Association (MGCA)
formerly ACEG
16. National Career Development Association (NCDA)
17. National Employment Counseling Association (NECA)
18. Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE)

Student membership to ACA is \$105.00, which includes a subscription to the *Journal of Counseling and Development* (issued quarterly) and *Counseling Today* (monthly magazine).

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

The following are ACA divisions which may be of interest to the counseling students at CSUF. Clinical mental health counseling students should refer to the above list to determine which divisions are most applicable to their interests within clinical mental health 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 \$40.00, which includes a subscription to the NCDA journal, *Career Developments Quarterly* and the NCDA quarterly newsletter, *Career Developments*.

Contact NCDA via ACA at:
999 Stevenson Avenue
Alexandria, Virginia 22304-3300
Or online at: www.ncda.org

International Association of Marriage and Family Counselors (IAMFC)

IAMFC members assist in developing healthy family systems and couple's relationships 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

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.
- 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 \$82.00, 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

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 and includes membership in one of the Divisions and a subscription to a monthly publication, the *Compass*.

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 \$40.00 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

California Association of Marriage and Family Therapists (CAMFT)

CAMFT is an *independent* professional organization representing the interests of both pre- licensed and licensed marriage and family therapists in the state of California. Membership is \$95.00, which includes the bimonthly publication, *The Therapist*.

Contact CAMFT at: 7901 Raytheon Rd.
San Diego, CA, 92111
619-292-2638
Or online at: 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.

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. Contact them at: https://www.csi-net.org/members/group.aspx?code=kappa_omega.

Ánimo Latinx Counseling Association

Counseling Graduate Students, with the help of Dr. Olga Mejía as Faculty Advisor, created *Ánimo: Latinx Counseling Association* after noticing the need to connect students with one another and the need to create a space for our *Ánimo* students within the counseling Department. Our goals include providing academic support, professional development, as well as helping facilitate social and emotional connections with one another. We hope to develop opportunities for students to become involved in outreach and advocacy efforts within our community and within our Department.

Lastly, we hope to create strong networking and support systems that *Ánimo* students may rely on throughout the program and after graduation. The members of the organization hope to serve *Ánimo* students and students interested in working with Latinx clients. Learn more at: <http://hhd.fullerton.edu/counsel/current-students/animoindex.php>.

LICENSURE AND CREDENTIALING

Licensed Professional Clinical Counselors (LPCC)

The California Board of Behavioral Sciences (BBS) has the following requirements to register as an Associate Professional Clinical Counseling (APCC) and licensure as a Licensed Professional Clinical Counselor (LPCC) in California as of January 1, 2025:

1. To qualify for an Associate registration, an applicant must possess a qualifying master's or doctoral degree with specific coursework requirements as specified in the California Business and Professions (B&P) Codes. Associate registrations are valid for one year and Associates may maintain their registration status for a total of six years. Associates must pass the California Law and Ethics exam within the first year of being designated an Associate.
2. The experience requirements for licensure are no less than 3,000 post degree hours of supervised experience gained in not less than two calendar years obtained over a period of not less than 104 weeks. See the BBS B&P Codes and Regulations for specific hours requirements. All experience must be gained within six years immediately preceding the date the application for the Associate number was filed.
3. After the experience requirements specified by the BBS are met, applicants must take and pass a clinical examination in order to become licensed. The clinical exam is the National Clinical Mental Health Counselor Exam (NCHMCE) by the National Board of Certified Counselors (NBCC).
4. Applicants should not submit the licensing application until they have completed all requirements.

For more information regarding the BBS, please see here: <http://www.bbs.ca.gov/>.

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 as of January 1, 2025:

1. To qualify for an Associate registration, an applicant must possess a qualifying master's or doctoral degree with specific coursework requirements as specified in the California Business and Professions (B&P) Codes. Associate registrations are valid for one year and Associates may maintain their registration status for a total of six years. Associates must pass the CA Law and Ethics exam within the first year of being designated an Associate.
2. The experience requirements for licensure are no less than 3000 hours of supervised experience gained in not less than two calendar years after graduation obtained over a period of not less than 104 weeks. See the BBS B&P Codes and Regulations for specific hours requirements. All experience must be gained within six years immediately preceding the date the application for the Associate number was filed, except that up to 1300 hours of experience gained in one's graduate degree as a trainee shall be exempt from the six-year requirement.
3. After the experience requirements specified by the BBS are met, applicants must take and pass a clinical examination to become licensed. The clinical examination is currently constructed by the state of California.
Applicants should not submit the licensing application until they have completed all requirements.

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. 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).

For more information about NBCC, please see here: www.nbcc.org.

STUDENT EVALUATION FORMS

The following forms may appear different in electronic form, but the content will remain the same. Forms begin on page 36 of this handbook.

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

Semester: Spring Fall Summer Year: _____

Student's Name: _____

Professor's Name: _____

Course: _____

Directions for faculty:

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

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

Dispositions & Professionalism A – D				
A. Effective and Professional Communication and Collaboration	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

A. Effective and Professional Communication and Collaboration				
Student has considerate and respectful written and verbal communication with peers, staff, professors, and supervisors (in person and email).	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. Emotional Maturity, Self-Awareness, and Counselor Presence				
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 (e.g., in class, with professors, with clients).	Concern	Needs Improvement	No Concern	N/A
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
C. Dependability, Reliability, and Ethical Behavior				
Student appears to devote sufficient time and energy to the requirements of the program and manages their schedule and obligations appropriately.	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
D. Respect for Diversity and Openness to Other World Views				
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):

Student Signature and Date:_____

(Required for Practicum courses)

Professor Signature and Date:_____

CALIFORNIA STATE UNIVERSITY, FULLERTON
DEPARTMENT OF COUNSELING

**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;">Concern Below expectations</p> <p style="text-align: center;">0</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;">No Concern 511 Meets expectations</p> <p style="text-align: center;">1 – 2</p> <p>The student uses skills <i>appropriately</i> for beginning level with practice “clients”</p>	<p style="text-align: center;">No Concern 530 Meets expectations</p> <p style="text-align: center;">3 – 4</p> <p>The student uses skills <i>competently</i> in therapy with real clients</p>	<p style="text-align: center;">No Concern 584 Meets expectations</p> <p style="text-align: center;">5 – 6</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				

CALIFORNIA STATE UNIVERSITY, FULLERTON
DEPARTMENT OF COUNSELING

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

Case Conceptualization and Treatment Planning	Concern Well below expectations 0	Concern Below Expectations 1 – 2	530 Meets expectations 3 – 4	584 Meets expectations 5 – 6
	The student does not use skills appropriate for level of training and does not show adequate improvement by the end of the course	The student uses skills 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 the 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				

Diversity Awareness and Sensitivity	Concern Below expectations 0	Concern Below expectations 1 – 2	530 Meets expectations 3 – 4	584 Meets expectations 5 – 6
	The student does not use skills appropriate for level of training and does not show adequate improvement by the end of the course	The student uses skills 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				



CALIFORNIA STATE UNIVERSITY, FULLERTON
DEPARTMENT OF COUNSELING

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:

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				

Case Conceptualization and Treatment Planning	Concern Well below expectations 0	Concern Below Expectations 1 – 2	530 Meets expectations 3 - 4	584 Meets expectations 5 - 6
	The student does not use skills appropriate for level of training and does not show adequate improvement by the end of the course	The student uses skills 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				

Diversity Awareness and Sensitivity	Concern Below expectations 0	Concern Below expectations 1 – 2	530 Meets expectations 3 - 4	584 Meets expectations 5 - 6
	The student does not use skills appropriate for level of training and does not show adequate improvement by the end of the course	The student uses skills 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				

DEPARTMENT 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 for you to become a healthier and more effective 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 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 <http://www.fullerton.edu/caps/> and 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.

Multiple Relationships

The issue of multiple relationships must be included as part of this informed consent. You will be participating with other students in role plays such as a counselor-client role or group leader. You are also fellow students, and many of you will become friends. You will be practicing skills as in both the role of a client and counselor. 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. Grades are determined based upon assignments and other factors specifically noted in the syllabus. However, demonstrating appropriate dispositions and professional behaviors will be expected in all 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 a "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 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.

Diversity Awareness and Sensitivity

The faculty in the Department strives to recognize and honor human dignity by promoting equity, inclusion and respect. We believe that Black Lives Matter as we challenge white supremacy culture and strive to create spaces where all can flourish. When Black lives matter and we deconstruct white supremacy cultural notions, then all communities will experience liberation. We stand in solidarity to support intersectional identities (including LGBTQIA++ identities) and prepare counselors to engage in socially just practice.

Faculty and students are committed to avoiding discrimination. Furthermore, faculty and students are expected to explore their own intersecting privileged and oppressed identities, and to advocate for others where they hold privilege. We will all strive to demonstrate sensitivity to cultural identities such as race, ethnicity, sexual/romantic orientation, gender, gender identity and gender expression, religious and spiritual orientation, (dis)ability status, and social class, among other areas. We will all admit to cultural humility, give ourselves and others grace when we engage in microaggressions, and understand that becoming culturally sensitive and responsive and a social justice advocate is a lifelong practice.

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 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: _____