

SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES
COUNSELING PROGRAM



COUNSELING PROGRAM
Master's Degree and Credential Programs

Revised June 2016

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**USD COUNSELING PROGRAM
Handbook Acknowledgement**

I understand and agree that it is my responsibility to read, understand and comply with the Counseling Program's Handbook and all other applicable policies of the School of Leadership and Education Sciences (SOLES) and the University of San Diego.

If I have any questions regarding the handbook or any applicable university policies, it is my responsibility to direct my questions to the Director of the Counseling Program, Dr. Ann Garland.

Student Signature: _____

Print Name: _____

Date: _____

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Department Chair Welcome

Welcome to USD's Counseling Program in the Department of Counseling & Marital and Family Therapy! We are so pleased that you have decided to pursue your training in this noble profession at USD and we are confident that you will find many opportunities to maximize your professional and personal growth while here. You are joining a proud department of scholars, counselors, therapists, and teachers committed to quality training and supervision, as well as advocacy and leadership in Counseling.

This Student Handbook is designed to be a comprehensive student resource for University, Department, Program, and Specialization information. The Handbook includes program requirements and policies which directly impact you and your cohort as you progress through your graduate program as well as links to specific forms and recommended resources. Some of the information and resources in the Student Handbook will be relevant to you as you enter the program and plan your first year, whereas others will be useful later as you advance through your training to pursue practicum / fieldwork experiences. Please note that our faculty and staff are available for advising and clarifying program requirements and procedures. In addition, we welcome feedback regarding this Student Handbook and how it could be more useful to you. (Please contact me (agarland@sandiego.edu) and our Departmental Executive Assistant Lindsay Dyer (ldyer@sandiego.edu) with any suggestions).

Good luck to you as you embark on your graduate studies in Counseling!

Sincerely,



Ann Garland, PhD
Professor and Chair
Department of Counseling & Marital and Family Therapy
School of Leadership and Education Sciences
University of San Diego

Counseling Program Overview

The Master of Arts in Counseling is a non-thesis degree program that prepares individuals to provide a variety of professional counseling services to diverse client populations in a wide range of work settings. The mission of the program is to prepare exemplary counselors who are committed to ethical practice in diverse global contexts. The Counseling Program is designed to meet the course and fieldwork/practicum requirements for many state credentialing and licensing agencies, including the California Commission on Teacher Credentialing (CTC) and the California's Board of Behavioral Sciences (BBS). All students complete a core of counseling courses that meet the eight required curriculum areas specified by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Students also complete a specialization program in one of two areas: Clinical Mental Health Counseling (CMHC) or School Counseling (SC). Both specializations are accredited by CACREP through 2016 and are being reviewed for re-accreditation.

The CMHC Specialization emphasizes evidence-based practice as the foundation for delivering culturally responsive interventions for clients in a variety of clinical mental health settings. The Clinical Mental Health Counseling Program requires students to complete: Three terms of clinical practicum totaling at least 700 clinical service hours (COUN 587P, COUN 597P, COUN 598P). Students who complete our master's program in the CMHC specialization are eligible for licensure in the state of California as a Licensed Professional Clinical Counselor (LPCC), or the equivalent in all 50 states. Students register as Interns after graduation and will need to pass the state Law and Ethics exam and complete 3000 supervised post-graduate hours for full licensure.

The School Counseling (SC) Specialization emphasizes program planning and evaluation, action research, and evidence-base interventions to be provided to in both private and public schools. The School Counseling Program requires students to complete: a 100-hour School-Based Counseling Practicum (COUN 588P) and two semesters of school fieldwork (COUN 590). The fieldwork requirement involves completion of 600 hours of fieldwork. Beginning fall 2014, the School Counseling specialization program offers a second concentration option for students interested in becoming licensed professional clinical counselors. The new concentration requires 15 additional units of study (i.e., 48 unit School Counseling PPS + 15 additional units in clinically focused courses= 63 units total). Students who pursue this concentration will be eligible to become Licensed Professional Clinical Counselors (LPCC) by the California Board of Behavioral Sciences. The program meets most other state's requirements as well. Students who opt to pursue the 63-unit PPS credential with LPCC eligibility should have an interest in working with children and adolescents with special emotional and behavioral needs in school settings.

The Counseling Program utilizes benchmark assessments to determine whether students meet the standards required to enter the program, continue in the program, and complete the program. Clinical Instruction Benchmark Assessment (CIBA) and Fieldwork/Practicum Readiness Meetings provide Counseling students (also referred to as candidates) feedback regarding progress in the program, provide personal and professional development feedback, and determine students' readiness for more advanced clinical instruction in the program.

Graduates of the Counseling Program are employed in career centers, community agencies, community colleges and universities, government and business settings, hospitals, and school districts in San Diego, throughout the U.S. and around the world. In addition, many of our graduates have continued their education in doctoral programs in counselor education, counseling psychology, educational leadership, higher education administration, and related fields.

Counseling Program Mission

1. To create a supportive and collaborative learning environment for students from diverse backgrounds and cultures to acquire knowledge, attitudes, and skills essential to the practice of counseling.
2. To help students become exemplary in applying essential counseling knowledge and skills in a variety of settings with individuals from diverse backgrounds.
3. To promote, model, and develop our students to become leaders and advocates for the ethical practice of counseling.

Counseling Program Objectives

1. Counseling graduates will develop strong professional identities as counselors.
2. Counseling graduates will be competent in working and establishing helping relationships with diverse clients.
3. Counseling graduates will demonstrate understanding of research in the field and employ evidence-based and best practices in counseling interventions, assessment, and program evaluation.
4. Counseling graduates will employ theories and conceptual models to guide their professional practice.
5. Counseling graduates will understand and practice the relevant laws and standards of professional practice.
6. Counseling graduates will demonstrate an understanding of leadership principles and their application to counseling practices.
7. Counseling graduates will demonstrate advocacy for clients and for the profession.
8. Counseling graduates will incorporate the use of technology into their practice.
9. Counseling graduates will understand and experience worldwide counseling practices.

Counseling Program Objectives Differentiated by Knowledge, Skill, and Disposition

Knowledge Outcome	Skill Outcome	Disposition Outcome
Candidates demonstrate an understanding of counseling professional identity	Candidates demonstrate a high degree of skill expressing their professional identity within counseling training	Candidates highly value professional identity within counseling practice
Candidates demonstrate an understanding of helping relationships and their importance within counseling practice	Candidates demonstrate a high degree of skill establishing helping relationships with clients within their counseling training	Candidates highly value establishing helping relationships within counseling practice
Candidates demonstrate an understanding of research and evidence-based practices as they relate to counseling practice	Candidates demonstrate a high degree of skill using research and evidence-based practices within their counseling training	Candidates highly value the use of research and evidence-based practices within counseling practice
Candidates demonstrate an understanding of theories and models as they relate to counseling practice	Candidates demonstrate a high degree of skill using theories and models within their counseling training	Candidates highly value the use of theories and models within counseling practice
Candidates demonstrate an understanding of ethics, laws and standards of counseling professional practice	Candidates demonstrate a high degree of skill using ethics, laws and standards within their counseling training	Candidates highly value the significance of ethics, laws and standards to counseling practice
Candidates demonstrate an understanding of leadership theories and practices as they relate to counseling practice	Candidates demonstrate a high degree of skill using leadership principles within their counseling training	Candidates highly value the contribution of leadership principles to counseling practices
Candidates demonstrate an understanding of various advocacy strategies as they relate to counseling practice	Candidates demonstrate a high degree of skill using advocacy strategies within their counseling training	Candidates highly value the contribution of advocacy to counseling practice
Candidates demonstrate an understanding of various technology tools as they relate to counseling practice	Candidates demonstrate a high degree of skill in using technology within their counseling training	Candidates highly value the contribution of technology to quality counseling practice
Candidates demonstrate an understanding of various counseling practices worldwide	Candidates demonstrate a high degree of skill using counseling skills in a worldwide context	Candidates highly value the counseling practices worldwide

Mapping of USD Counseling Program Objectives¹ to Student Learning Outcomes and Related courses

Counseling Student Learning Outcome	Program Objective ¹	Related Courses
Student Learning Outcome 1: Counseling Candidates will demonstrate their knowledge, skills, and level of professional identity as a counselor; as they pertain to professional history and philosophy, roles and responsibilities, advocacy and interagency collaboration, standards and credentials, certification and licensure, ethical and legal standards, and professional membership and service.	1 and 5	502, 507 Practicum(s) and Fieldwork
Student Learning Outcome 2: Counseling Candidates will integrate knowledge pertaining to research, theories, and practice strategies to advocate for and serve socially and culturally diverse clients in a multi-cultural society.	2, 3, 4, 6, 7, and 9	515, 550, 562 Practicum(s) and Fieldwork
Student Learning Outcome 3: Counseling candidates will utilize theories, models, research evidence, and practice strategies related to human growth and development; including the social, cultural, and societal influences on the life stages.	4	505 Practicum(s) and Fieldwork
Student Learning Outcome 4: Counseling Candidates will utilize theories, models, research evidence, and practice strategies relating to career development at all stages of the lifespan.	4	510 Practicum(s) and Fieldwork
Student Learning Outcome 5: Counseling Candidates will utilize theories, models, research evidence, and practice strategies to build helping relationships with diverse clients.	2 and 4	520, 540, 564, 555, Practicum(s) and Fieldwork
Student Learning Outcome 6: Counseling Candidates will integrate knowledge about group dynamics, group development and process theories, group leadership styles, and group counseling methods as they ethically and professionally practice group leadership skills.	6	526 Practicum(s) and Fieldwork
Student Learning Outcome 7: Counseling Candidates will incorporate ethical guidelines of the profession and research evidence when selecting, administering, and interpreting developmentally and culturally appropriate assessments for their socially and culturally diverse clients.	3, 5, and 8	530, 549 Practicum(s) and Fieldwork
Student Learning Outcome 8: Counseling Candidates will evaluate and incorporate ethically and culturally relevant research findings when selecting strategies for interventions, treatments, and program evaluations.	3, 5, and 8	508, 509 Practicum(s) and Fieldwork
Student Learning Outcome 9: CMHC Counseling Candidates will apply effective principles and practices for diagnosis, treatment, referral, and prevention when initiating, maintaining, and terminating counseling services for socially and culturally diverse clients.	2, 3, 5, 7, and 8	537, 541, 542, 544, 547, Practicum(s)
Student Learning Outcome 10: School Counseling Candidates will demonstrate preparedness for participation and leadership in the design, delivery, management, and accountability of school counseling programs; while considering developmental and functioning levels of students, available school/family/community resources, and research based prevention/intervention/crisis management practices.	1, 2, 3, 4, 5, 6, and 7	518, 536, 537 Practicum and Fieldwork

¹USD Counseling Program Objectives

- 1) Counseling graduates will develop strong professional identities as counselors.
- 2) Counseling graduates will establish helping relationships with diverse clients.
- 3) Counseling graduates will use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations.
- 4) Counseling graduates will use theories and models to guide their professional practice.
- 5) Counseling graduates will abide by relevant ethics, laws and standards of professional practice.
- 6) Counseling graduates will use leadership principles in their professional practice.
- 7) Counseling graduates will advocate for clients and for their profession.
- 8) Counseling graduates will incorporate the use of technology into their practice.
- 9) Counseling graduates will experience and understand counseling practices worldwide.

Requirements for the M.A. Degree

The M.A. Degree requires successful completion of all of the elements listed below.

I. Core Courses (27 Units)

A course of study based on a core counseling curriculum and specialization courses. The Counseling Core is designed to meet the program requirements recommended by the National Board of Certified Counselors (NBCC) and CACREP. The courses listed on the following pages are required as a part of the core curriculum for the CMHC and SC specializations. Full course descriptions for each course are found in the Graduate Bulletin.

II. Specialization Courses (24 Units in CMHC; 21/36 Units in SC)

CMHC and SC specialization courses meet the program requirements specified by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) for the Clinical Mental Health and School Counseling program areas. The School Counseling and Clinical Mental Health Counseling Specializations at USD are both CACREP approved programs.

III. Successful Completion of the Clinical Instruction Benchmark Assessment (CIBA)

The Counseling Program utilizes benchmark assessments to determine whether candidates meet the standards required to enter the program, continue in the program, and complete the program. A Clinical Instruction Benchmark Assessment (CIBA) is utilized to provide candidates with personal and professional development feedback, to assess progress in the program, and to determine the student's readiness for the transition to the practicum and fieldwork/internship portions of clinical instruction. The CIBA is completed with the student's advisor prior to approval to register for the Counseling Practicum courses.

IV. Successful Completion of the Practicum (CMHC)/Fieldwork (SC) Readiness Meeting

A Practicum (CMHC) or Fieldwork (SC) Readiness meeting is held following the practicum to provide candidates with personal and professional development feedback, to assess progress in the program, and to determine the student's readiness for advancement to the next stage of practicum (CMHC) or fieldwork (SC). For SC students, the Fieldwork Readiness meeting is completed prior to approval to register for the Fieldwork in School Settings (COUN 590).

V. Action Research Project Defense (SC candidates only)

The Counseling Program utilizes an Action Research Project Defense as part of the assessment of student readiness to complete the program (for School Counseling Only). The AR Project defense requires that students complete an Action Research project in conjunction with their fieldwork experience. The defense is a public presentation of the student's AR project and its findings. In addition to the presentation, each student is required to turn in a formal written project report. The AR Defense is generally taken during or after the final semester of courses.

VI. Student Survey and Exit Interview

Students complete exit interviews and surveys at the time of graduation.

VII. Internationalization Experience Requirement

In an effort to prepare future leaders and culturally competent practitioners who can address the many challenges associated with globalization, SOLES has integrated global education into the curriculum. For example, many professional counselors are working with international clients or preparing clients, especially students and employees, to live abroad. Others are engaging in international training and consultation opportunities and all are working with diverse populations.

Internationalization occurs when students or professionals obtain knowledge and develop skills, behaviors, attitudes and beliefs that prepare them to practice effectively across cultures and countries. Research has identified personal characteristics, learned information and skills that increase effectiveness in international practice settings. The USD Counseling faculty believes that preparing globally competent counselors to address the needs of diverse communities beyond our local and national boundaries is central to our mission and adds value to candidates' graduate education.

All students in the Counseling Program are required to participate in a program-approved internationalization experience outside of the United States. Examples of approved experiences include enrolling in a study-abroad course or program participation, cross-cultural collaboration on professional or scholarly projects, participation in bi-national or multi-national collaborative research projects, joint student-faculty research abroad, and international internships. With one exception (see criteria below), the experience must take place during the student's program of study at USD and all international activities should take place prior to the last semester of enrollment in the Counseling Program. This requirement is designed to enhance the students' international and global knowledge and skills in working with immigrant and international populations and issues, particularly related to professional counseling.

Students will discuss with their advisor how they propose to complete the International Requirement. If a student is not planning to participate in a Global Study Course, they will need to complete an Internationalization Plan prior to completing 18 units of graduate study. The plan will include a detailed description of the proposed international experience(s) including the location, specific goals, and time required by the experience. Students must complete the equivalent of 5 points of experience credits to complete the International Experience Requirement (see table below).

After completion of each activity, students are required to submit an Internationalization Summary and Reflection Paper which may include a SOLES Global Cultural Audit assignment completed for at least one of the international travel or work experiences included in the Internationalization Plan.

International Experience Requirement Options	
5 Points	SOLES GLOBAL approved 3 credit course with a travel abroad component
	Student completed an extensive study or living abroad experience before entry in to the program. The student must complete and submit an additional project paper demonstrating applications of this experience to Counseling Program Learning Outcomes and to future professional practice.
	Participation in bi-national or multi-national collaborative research project of at least a semester duration and including meetings and other activities outside the US for more than 3 days.
3 Points	Independently planned internationalization travel experience – prior Advisor approval of plan required
	Participation in a project or team experience or conference taking place outside the U.S. and lasting the equivalent of 3 days
2 Points	One day cross border experience
<i>At least one of the above experiences must be included in your plan.</i>	
3 Points	Complete a U.S. based graduate course focused on international topics
2 Points	Provide evidence of working with international populations in a volunteer or counseling capacity in an educational, agency or work setting for a minimum of 10 hours
1 Point	Attend an internationally focused lecture
	Complete a 1-unit individual study project focused on international issues or counseling international clients
	Attend at least two internationally focused sessions at a professional conference.

For international requirements that are completed outside an approved course, the candidate’s faculty advisor in collaboration with the Counseling Program Director, will review, provide feedback to students, and approve students’ plans. Advisors will take responsibility for the filing a copy of advisees’ International Experience records in their advising folders. Advisors will review the Summary and Reflection papers submitted after internationalization requirements are completed and send the student a completion email and complete the credit record for the student.

Within SOLES, the SOLES Global Center contributes to the internationalization requirement and mission of SOLES in supporting faculty in the development and implementation of study abroad courses. The Global Center is a valuable resource for students who are preparing to study abroad, interested in engaging with other cultures and multiple perspectives, studying the impact of globalization, and are committed to positive change. You can find all of the Counseling Program’s upcoming Global Course in the center and on their website: http://www.sandiego.edu/soles/centers/global_center/

Course Scheduling Information

The sequencing and scheduling of courses in the Counseling Program is an important and complex process. The faculty has developed a pedagogically sound progression of courses so that the Counseling Core courses are taken before the specialization courses. This provides an opportunity for all Counseling students to initially be grounded in their identity as an emerging Professional Counselor before pursuing their specialization courses and identity. At any time, the program is providing this sequencing of courses for at least five cohorts of students, including three cohorts of CMHC students (i.e., first, second and third year students), and two cohorts of SC students (i.e., first and second year students). Given the many opportunities each year for students to fulfill the internationalization requirement by enrolling in a Counseling course abroad, students occasionally take a course out of sequence in order to travel to a particular geographical destination. Students, advisors and the Program Director are often juggling many variables in creating a pedagogically meaningful and developmentally appropriate program of study with their advisees.

Below is an outline of some of the other considerations that guide students in planning course schedules with their advisor.

Fulltime Course Load and Financial Aid Guidelines

The majority of our students receives Financial Aid and must follow the guidelines set forth by the USD Financial Aid Office and the Federal Government. For financial aid purposes, the University defines a fulltime graduate load as 9 semester units. Most Counseling Program students take 9 units per semester. Students should clarify minimal credit units required for use of their financial aid. Some aid packages can be used with a minimum of 4.5 enrolled units. We recommend that students who are working more than 25 hours per week or have significant professional or personal commitments outside of school enroll in 3-6 units per semester. Each 3-unit course meets once a week for three hours and students often have an additional 6-8 hours per course each week for completing reading and academic assignments. Advisors help students decide the number of units to take based on academic, work and personal commitments.

Course Scheduling

The calendar year at USD includes 15-week fall and spring semesters. In general, the Counseling Program offers courses during the semester beginning at 1 pm and 4 pm, with some courses offered in the morning for flexibility. During the three week Intersession term in January, the Counseling Program offers intensive classes that meet at least 4 days a week. During the summer, we offer a range of courses in different time arrangements. Short-term study abroad courses are offered throughout the year. Check with the Counseling Program Director, Director of Field Experiences, or your advisor for the upcoming summer and intersession schedules.

Course Sequencing and Program Planning Form (Please refer to the appendix for copies of this form).

The course requirements for our program are divided into three areas:

- Core Courses
- Specialization Courses
- Clinical Instruction Courses

Upon entering the program, students are provided with a cohort based program of study plan which outlines the sequencing of courses and program requirements for a two year PPS concentration in SC, a three year PPS/LPCC concentration in SC, or a three year program in CMHC. Guided by the program of study plan, faculty advisors work with students throughout the program to ensure proper sequencing of courses in each specialization area beginning with core courses. It is important for students to fully understand their course sequencing, prerequisites and benchmark assessment requirements articulated in the Program Planning. As a faculty, we want our students to enter a course ready to participate actively and complete the course assignments effectively. Students come into our program with a wide range of undergraduate preparation and considerable diversity in the amount of knowledge and experience with counseling settings and clients. Although faculty respect and value this diversity, we have established specific prerequisites for some courses which impact the sequencing for many courses.

Advising builds a strong relationship and foundation for students and faculty in the Counseling program, and occurs in an individualized manner. For example, one student may be given a recommendation based on his/her undergraduate preparation, work experience, completed coursework which may differ from another student's background experience. At the same time, students are advised to take courses in a timely and sequences manner so that they can meet pre-requisite requirements and progress in the program. This is especially important since all counseling courses are not offered each semester or summer session. Given all of the moving variables, students are encouraged to stay in close contact with their advisors. The Program Director works closely with faculty advisors to insure that students stay "on track" for program completion in a reasonable time frame.

Here are some important guidelines related to the sequencing of Clinical Instruction courses. For more specific details, please refer to the Clinical Instruction information located in each specialization section of the handbook.

1. Student must complete all requirements as specified in the CIBA before beginning their Practicum.
2. Successful completion of the first semester of Practicum and an evaluation meeting with a student's advisor are required before a student can enroll in Practicum II (CMHC) or Fieldwork (SC).
3. Successful completion of the second semester of Practicum II (CMHC) or Fieldwork (SC) and an evaluation meeting with a student's advisor are required before students can enroll in their final semester of Practicum III (CMHC) or Fieldwork (SC).

Evaluation and Assessment

Review and Evaluation of Students

Students are evaluated for their academic and clinical progress in several ways.

- During and after each course, a student is assessed by the instructor on course requirements and assigned a grade.
- At least once each year, the core Counseling faculty reviews the progress of each student in the program using the Counseling Students Disposition Feedback Form. Input from adjunct faculty is solicited prior to the review. The Counseling Students Disposition Feedback Form was developed to assess the following dispositions including: Commitment and Investment in counselor identity and professional development; Openness to learning, and giving and receiving feedback; Respect for self and others including honoring diversity; Professionalism such as personal responsibility, integrity, maturity and honesty; and Self-Awareness including self-reflection, self-exploration, becoming a reflective practitioner, and awareness of how one is perceived especially with authority figures including the faculty and supervisors, Director and Chair. This form can be found in the Appendix.
- If significant and specific concerns about a student are identified during the faculty review of students or at any time in the semester, the advisor will arrange a meeting with the student. Within the context of the meeting, the advisor will articulate concerns that have been identified and will work with the student to develop a written Student Assistance Plan addressing the concerns (see form in Appendix). Following the meeting, the advisor will write a letter to the student summarizing the meeting, the plan and the agreed upon timeline for remediation. A copy of this letter will be sent to the Counseling Program Director and the Dean's office and will become part of the student's permanent file. If the student fails to complete the Student Assistance Plan as specified then the student could be delayed in advancing in the program, including being suspended from taking classes or enrolling in clinical instruction courses (i.e., practicum or fieldwork). Please note that any violation of ACA (or other relevant mental health ethical codes) ethical and legal codes, USD or SOLES policies can result in prohibiting a student from taking any counseling classes and/or being expelled from the program. The Counseling Program Director and faculty will promptly review students' development, dispositions and progress any time a serious issue or concern has been identified.
- During practicum and fieldwork/internship, students complete a self-assessment and are evaluated by their (school or clinical) site supervisor and their USD individual and group faculty supervisors. In addition to providing oral feedback throughout the semester, on-site supervisors provide written feedback at the end of the semester. This is reviewed in detail in the CMHC and School Counseling specialization sections that follow.
- Students whose behaviors or dispositions cause any faculty member or supervisor some concern are reviewed by the Counseling Faculty in Program Faculty meetings. The process of addressing concerns usually begins with an informal conversation with the

student. If the problems are not resolved within a specified time period, then a formal meeting is held with the student and faculty member, usually with the student's advisor. The issues of concern are documented in the student's file. If the matter is not resolved at that point, the Counseling faculty will discuss the issue(s) at a Program faculty meeting. A Student Assistance Plan is then written for the student and is signed by the student, the student's advisor, and the Program Director. If the student fails to complete the Student Assistance Plan as specified then the student could be suspended from taking classes, enrolling in clinical instruction courses, or expelled from the program.

Additional SOLES-wide policies related to grades, academic integrity, dismissal and re-admittance are available in the [SOLES Handbook for Graduate Student Policies](#).

Evaluation of Faculty, Supervisors and Sites by Students

Students have the opportunity to offer feedback to the Counseling Program and faculty in several ways:

- At the end of each course, students complete online course and instructor evaluation forms to offer specific feedback about the quality of their course experience. In addition to the respective instructors, these anonymous evaluations are reviewed by the Dean and Department Chair. The Department Chair reviews all evaluations for adjunct faculty. These evaluations inform faculty about their teaching performances, and are often referenced in faculty annual evaluations as they reflect on their teaching and identify teaching goals for the upcoming academic year.
- At the completion of practicum and fieldwork/internship courses, students complete evaluations of their sites and site based supervisors. This information has provided valuable feedback for the faculty, Program Director and Director of Field Experiences and has guided programmatic changes to existing practicum and fieldwork sites, including excluding some sites.
- During the three years following graduation from the program, graduates are contacted to complete a survey that includes questions about their satisfaction with the graduate program and their use of knowledge and skills in their current professional positions. The survey data is summarized and analyzed by the SOLES Director of Assessment. The faculty review and discuss these data in an effort to make data driven decisions in the Counseling Program.

Program Assessment

The Counseling program is reviewed annually and results are posted on the SOLES Assessment Site for students to access: <http://www.sandiego.edu/soles/academics/assessment/>
This assessment is based on data from students, alums, and employers. It assesses the program's effectiveness in achieving learning outcomes.

Summary of Counseling Evaluations and Assessment

Counseling Candidate Evaluations		
Evaluation Type	Purpose	Evaluation Schedule
Counseling Students Disposition Feedback Form	Counseling faculty rate each student's disposition	Once each academic year
Clinical Instruction Benchmark Assessment	Each candidates's advisor reviews the Clinical Instruction Benchmark Assessment form to determine rediness of candidate to begin practicum training.	Semester prior to initial practicum
Practicum/Fieldwork Assessment	Onsite Supervisors evaluate COUN candidates and candidates self-assess using the same form	End of Each Semester
Concern of Candidate Evaluation	Faculty conjointly review COUN candidates' progress in program, which can lead to a remediation plan.	In Response to Specific Concerns
Student Learning Outcomes	All student learning outcomes are assessed via the University's Assessment Management System -TRAC DAT - to ensure the offering of a high quality program.	End of Each Academic Year

Counseling Program Evaluations		
Evaluation Type	Purpose	Evaluation Schedule
Course Evaluations	COUN candidates provide feedback regarding their educational experience in the areas of overall student satisfaction, teaching of course material, instructor relationship with students, and course requirements & student evaluation.	End of Each Semester
Practicum/ Fieldwork Site Evaluation	COUN candidates provide feedback regarding their practicum site.	End of Practicum Experience
Practicum/ Fieldwork Site Supervisor Evaluation	COUN candidates provide feedback regarding their practicum site supervisors.	End of Practicum Experience
Program Outcomes	All program outcomes are assessed via the University's Assessment Management System -TRAC DAT - to ensure the offering of a high quality program.	End of Each Academic Year
Exit Survey	Graduating COUN students provide feedback about the program in the areas of faculty, advisors, intellectual climate, program support and communication, university support, enhanced ability through coursework, practicum experience, and the overall program.	End of Program
Pre/Post International Survey	COUN candidates are assessed on their cultural competence skills prior to entering the program and at the end of the program.	At the start and finish of the program.
Alumni Survey	COUN Alumni provide feedback about employment, alumni involvement, application of knowledge and skills, their effectiveness in the workplace, the quality of faculty advising and mentoring, benefits of the program, and recommendations for improvement.	Every other Year (odd Years)
Community Partner Survey	USD-COUN Community Partners provide feedback about aspects of the COUN program regarding student learning outcomes, courses, level of communication, strengths of the program, and elements to be strengthened.	Every Five Years
Employer Survey	COUN Alumni Employers provide feedback about program preparation of Marital and Family Therapists, program strengths, and program elements to be strengthened.	Every Five Years

Endorsement Policy

At various times, students and graduates of the Counseling Program require verbal and/or written endorsements or recommendations from the program and/or faculty in order to gain further training, employment or credentials. A graduate will be endorsed by Counseling Faculty only for a position or credential for which the graduate has been prepared. Internship site supervisors commonly follow this policy.

Students should be aware of this policy and seek endorsement only for employment and credentials that are appropriate given the student's training, coursework and supervised experience.

Upon completion of the 48 (SC) and 60 (CMHC) unit Masters in Counseling degree, the faculty will endorse that all graduates, regardless of their specialization area, will possess entry level counseling skills, ethical decision making skills, and a theoretical and empirical orientation on which to base their work as counselors.

Faculty will endorse students for positions within their specialization areas based on our knowledge of their competencies and skills. The Counseling Faculty reserves the right to withhold endorsement of a student has not demonstrated adequate experience with a given population. For example, if a student has no supervised experience in an elementary school, we would not endorse them as having skills with elementary students. Additionally, if the faculty has reservations regarding the candidate's fit for a specific position, we would not endorse the student.

We may not endorse a student for a position outside their specialization area unless we have knowledge of their proficiency within that area. Proficiency may be demonstrated by work, internship, volunteer or other supervised experience within or outside the counseling program. It is also important to note that if you are not enrolled in a particular specialization but complete some courses in that area that does not equate to competency in that particular area of counseling. For example, a CMHC student could not complete some school counseling classes and assume that they are now qualified to function as a school counselor, and vice versa. Taking a course(s) that is not a part of a coordinated curriculum for that student is not advised nor is sufficient for competency based on the content of that class.

School Counseling students who apply for the State of California's Pupil Personnel Services Credential first make application to the SOLES Office of the Credential Analyst. The Credential Analyst reviews the application to be sure that all requirements have been met. The Counseling Program Director also reviews the file and endorses the application if all credential requirements have been completed.

Ethical Standards

ACA Ethical Standards – Preamble

The American Counseling Association is an educational, scientific and professional organization whose members are dedicated to the enhancement of human development throughout the life span. Association members recognize diversity in our society and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of each individual.

The specification of a code of ethics enables the association to clarify to current and future members, and to those served by members, the nature of the ethical responsibilities held in common by its members. As the code of ethics of the association, this document established principles that define the ethical behavior of association members. All members of the American Counseling Association are required to adhere to the Code of Ethics will serve as the basis for processing ethical complaints initiated against members of the association. A complete copy of the ACA Code of Ethics is available at www.counseling.org.

AMHCA Ethical Standards – Preamble

Mental health counselors believe in the dignity and worth of the individual. They are committed to increasing knowledge of human behavior and understanding of themselves and others.

While pursuing these endeavors, they make every reasonable effort to protect the welfare of those who seek their services, or of any subject that may be the object of study. They use their skills only for purposes consistent with these values and do not knowingly permit their misuse by others.

While demanding for themselves freedom of inquiry and community, mental health counselors accept the responsibility this freedom confers: competence, objectivity in the application of skills, and concern for the best interest of clients, colleagues, and society in general. In the pursuit of these ideals, mental health counselors subscribe to the following principles:

Principle 1 Welfare of the Consumer

Principle 2 Clients' Rights

Principle 3 Confidentiality

Principle 4 Utilization of Assessment Techniques

Principle 5 Pursuit of Research Activities

Principle 6 Consulting

Principle 7 Competence

Principle 8 Professional Relationships

Principle 9 Supervisee, Student & Employee Relationships

Principle 10 Moral and Legal Standards

Principle 11 Professional Responsibility

Principle 12 Private Practice

Principle 13 Public Statements

Principle 14 Internet On-Line Counseling

Principle 15 Resolution of Ethical Problem

Go to www.amhca.org for more information.

Please note that the counseling program will use relevant ethical codes from a variety of professional counseling and clinical mental health organizations in order to evaluate a student's possible misconduct.

Professional Associations and Involvement

The Counseling Program advises that students become members of at least one professional association during the time the student is enrolled in the program. This is an essential part of developing an identity as a professional counselor. Listed below are websites for the most prominent professional associations related to the counseling specializations included in our program, both in California and nationally. We strongly encourage our students to become active members of professional associations. Several former students began their involvements by serving as graduate student representatives on the boards of directors of associations. Note also that some organizations provide discounted professional liability insurance to student members and insurance is a requirement for CMHC students beginning their Practicum experience.

American Counseling Association	www.counseling.org
American Mental Health Counseling Association	www.amcha.org
American Psychological Association	www.apa.org
American School Counselor Association	www.schoolcounselor.org
California American Mental Health Counseling Association	www.camcha.org
California Association of School Counselors, Inc.	www.schoolcounselor-ca.org
California Career Development Association	www.cdda-careerdev.org
California Coalition for Counselor Licensing	www.caccl.org
California Registry of Professional Counselors and Paraprofessionals	www.California-registry.org
Chi Sigma Iota International Counseling Honor Society	www.csi-net.org
National Board for Certified Counselors	www.nbcc.org
National Career Development Association	www.ncda.org

NBCC and the NCE

The National Board for Certified Counselors, Inc. (NBCC), an independent not-for-profit credentialing body, was incorporated in 1982 to establish and monitor a national certification system, to identify for professionals and the public those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors. This process recognizes counselors who have met predetermined NBCC standards in their training, experience, and performance on the National Counselor Examination for Licensure and Certification (NCE), the most portable test in counseling. NBCC currently has more than 41,000 certified counselors to date. Forty-nine states, Puerto Rico, and the District of Columbia have adopted NBCC exams as part of their statutory credentialing processes.

Created by the American Counseling Association (ACA), NBCC is an independent credentialing body. NBCC focuses on promoting quality counseling through certification. In October 1985, NBCC became accredited by the National Commission for Certifying Agencies (NCCA). NCCA is an independent national regulatory organization that monitors the credentialing processes of its member agencies. Accreditation by the commission represents the foremost organizational recognition in national certification. NBCC's, NCC, and MAC credentials are NCCA accredited

NBCC offers specialty certification in school counseling [the National Certified School Counselor (NCSC) credential], clinical mental health counseling [the Certified Clinical Mental Health Counselor (CCMHC) credential], and addictions counseling [the Master Addictions Counselor (MAC) credential]. The NCC credential is a prerequisite for the NCSC, CCMHC, and NBCC's MAC. For information on applying for the NCSC, CCMHC, or MAC credentials, visit NBCC's web site at www.nbcc.org.

Benefits of National Certification: National certification can be a continuing source of pride and career enhancement for you as a counseling professional. Holding the NCC credential:

- Promotes professional accountability and visibility.
- Ensures a national standard developed by counselors, not legislators.
- Provides a marketing tool through NBCC's referral service for the public.
- Allows reduced rates on liability insurance sponsored by NBCC.
- Keeps NCCs in touch with current events in their profession.
- Helps support counselor advocacy initiatives, such as the National Fair Access Coalition on Testing (FACT), which defends counselors' use of assessment instruments.

Length of Certification & Annual Maintenance Fee: National Certified Counselors (NCCs) are certified for a period of five years and receive a professional certificate. NCCs must adhere to the NBCC Code of Ethics and must pay, on a yearly basis, a maintenance fee of \$60 (\$5 per month). At the conclusion of each five-year cycle, NCCs are required to be able to provide documentation

NBCC regulates the voluntary certification of counselors and provide assessment instruments to state boards that regulate professional counseling licensure. An examination is required for Master's level licensing in all states. Most states use the National Counselor Exam (NCE). The examination is 200 multiple choice questions over the 8 core areas of our program. The maximum possible score on the NCE is 160; the remaining 40 items on the exam are field test questions being tested to determine their appropriateness for future use. NCE review workshops are available from program faculty during the spring semester.

USD offers the GSA-NCC graduate student administration of the National Counselor Examination (NCE) on campus every April. Students graduating January, May, and August of the calendar year the exam is given are eligible to take the on campus administration.

Past program graduates are eligible to take the NCE examination at USD, but must register directly with NBCC for the April examination. Graduates interested in the USD exam administration must request to be added to the USD Site roster. Please visit the NBCC website www.nbcc.org for more information on the exam and to complete the exam registration.

Counseling Program Opportunities for Involvement

The Counseling Program provides a variety of opportunities for students to become involved in service and leadership development in Counseling.

Chi Sigma Iota (CSI)



Chi Sigma Iota is the Counseling Academic and Professional Honor Society International. It has more than 230 chapters throughout the US and abroad. The purpose of Chi Sigma Iota is to promote counseling and recognize exemplary attainment in counselor education and the practice of counseling. It is open to counseling professionals and graduate students. The requirement for student membership is completion of nine semester units of graduate work with a 3.5 or better GPA. First year membership fee is \$60 (plus a \$10 local fee). The USD Sigma Delta chapter receives part of that fee to support local activities.

Membership: To join or renew your membership please go to Chi Sigma Iota Webpage at www.csi-net.org. New members will be required to complete a new member application. The University of San Diego's Chi Sigma Iota Sigma Delta Chapter advisor is Dr. Zgliczynski.

Upon confirmation of membership, students will receive Membership Certificates and CSI Pins. Additionally, Chi Sigma Iota members can purchase honor cords to wear at graduation.

Initiation: New members to the Chi Sigma Iota Sigma Delta Chapter are formally initiated at the end of the year initiation reception.

Benefits of Membership:

Professionalism - CSI values high standards in the relatively young and emerging field of counseling. Along with credentialing, standards, and graduate school accreditation, CSI is striving to define and unify the counseling profession. One way we do this is through active, service oriented university based chapters composed of neophyte and experienced professional counselors.

Recognition: Recognition for the pursuit of personal excellence is a fundamental purpose of the Society. It is through the efforts of individual members that the collective influence of the Society is realized. As a consequence, the Society seeks to identify and encourage all those who have made a commitment to excel in all that they do. From the time of their first invitation to join the Society and throughout their professional careers, CSI strives to support and promote the activities of its members and chapters. In addition to the membership certificate and recognition pin, members are encouraged to wear honor regalia at official functions as both a sign of their accomplishments and continuing commitment to excellence.

Leadership Development: Developing leaders for the Society as well as the profession is a part of the CSI mission. The CSI officers, Scholars, and Academy

of Leaders for Excellence are a rich source for a variety of leadership development activities. These include occasional papers, articles and workshops focused on leadership. In addition to annual leadership training at the spring conference, CSI leaders conduct leadership training at the chapter level. These activities augment the fellowship and intern programs of the Society.

For more information you can contact Chi Sigma Iota at:

P.O. Box 35448, Greensboro, NC 27425-5448

Phone: (336) 841-8180

Fax: (336) 841-8180

<http://www.csi-net.org/>

SOLES Involvement

SOLES also provides a variety of opportunities for students to become involved in service and leadership development opportunities.

Asian Students International Association (ASIA)

ASIA's goal is to support and promote diversity within the USD community as Asian and Asian American Graduate students. ASIA provides an opportunity to create spaces for continued leadership development for our members. Our purpose is to enhance educational excellence and compassionate service via a collaborative effort.

Black Graduate Student Association (BGSA)

BGSA is an organization that offers a support and social network for African-American/Black students, staff and alumni. The BGSA contributes to the principles of SOLES by upholding the values of family, culture, and academic excellence through the promotion of scholarship, community engagement and mentorship.

Latino/a Graduate Student Association (LGSA)

SALSA is an organization that offers a support and social network for Latina and Latino students, staff and alumni. The LGSA contributes to the principles of SOLES by upholding the values of family, culture, and academic excellence through the promotion of scholarship, community engagement and mentorship.

SOLES Graduate Student Association (SGSA)

The SGSA was founded to support the development of a professional, scholastic, and social community in the School of Leadership and Education Sciences (SOLES). The SGSA is a student-governed association supporting post-baccalaureate students in their scholastic and social experiences at USD. A variety of events are offered each year to all SOLES students. These include speaker events, happy hours, philanthropic events, an annual holiday party, and a graduation honors luncheon.

Specialization in Clinical Mental Health Counseling (CMHC)

Clinical Mental Health Specialization Overview

The Specialization in Clinical Mental Health Counseling (CMHC) is a 3 - year, 60 semester unit graduate program which provides comprehensive academic and clinical training at the master's level. We prepare graduates for independent clinical counseling practice in a range of settings including mental health agencies, rehabilitation facilities, correctional institutions, schools and universities, religious organizations, community centers, business and EAP settings and private practice. CMHCs work with people of all ages, racial and cultural backgrounds, and circumstances to help them maximize their potential, make positive changes in their lives, and achieve their goals. Students learn individual and group counseling techniques, as well as clinical consultation skills found to be effective with a variety of mental health issues ranging from life adjustment problems to serious mental illnesses. The CMHC specialization is designed to develop clinically and culturally competent counselors who are able to think critically about professional counselor issues, engage in evidenced-based practice, and are able to apply their skills in a variety of clinical settings.

The CMHC specialization prepares students to become Licensed Professional Clinical Counselors (LPCC) in the state of California or licensed counselors in other states. Students can register as Interns immediately following graduation and can begin accruing the 3000 supervised hours required for licensure. The regulations for the CA license went into effect in August 2011. All states have academic as well as clinical instruction hour requirements for licensure. The licensure requirements in most states also involve passing various tests that could include the NCE, NCMHE, jurisprudence or other exams. Information on LPCC licensing can be found at www.bbs.ca.org and at www.caccl.org. Students who anticipate moving outside of California after graduation from the program are responsible for becoming informed about the licensure requirements of the relocation state since requirements vary across states and often change.

More information about the Counseling profession is found at the American Counseling Association's (ACA) Web site at www.counseling.org. The National Standards for the Clinical Practice of Mental Health Counseling (1999) were developed by the American Mental Health Counseling Association (AMHCA), which is a division of ACA. Visit www.amcha.org for more information about mental health counseling.

Clinical Mental Health Counseling Coursework

I. Core Courses (27 units)	
*COUN 502	Professional Orientation and Law and Ethics in Counseling (3)
*COUN 505	Human Development (3)
*COUN 508	Research Methods in Counseling (3)
*COUN 510	Career Development Across the Lifespan (3)
*COUN 515	Multicultural Counseling(3)
*COUN 520	Counseling Psychology: Theory and Practice (3)
*COUN 526	Group Counseling (3)
*COUN 530	Assessment Techniques in Counseling (3)
*COUN 540	Clinical Interviewing(3)
II. Mental Health Specialization Courses (24 units)	
*COUN 541	Advanced Counseling: Diagnosis and Treatment (3)
COUN 542	Addictions Counseling(3)
COUN 544	Introduction to Family Counseling (3)
*COUN 547	Risk Assessment and Trauma Intervention in CMHC (3)
COUN 549	Psychopharmacology(3)
COUN 550	Advanced Human Sexuality Counseling (3)
*COUN 555	Evidence Based Theories and Techniques in Counseling (3)
COUN 562	Evidence Based Practices with Underserved Populations: Positive Psychology(3)
III. Practicum Courses (9 Units)	
COUN 587P	Clinical Mental Health Practicum I (3)
COUN 597P	Clinical Mental Health Practicum II (3)
COUN 598P	Clinical Mental Health Practicum III (3)

Please note that courses required to enter Practicum I are indicated with an ‘*’.

CMHC Practicum Information

The Counseling Program utilizes benchmark assessments to determine whether candidates meet the standards required to enter the program, progress in the program, and complete the program. This is particularly important during the clinical instruction portion of the program. Clinical instruction refers to courses and activities related to preparing students for Practicum or supervising students during their Practicum courses. During practicum, students will receive both individual and group clinical supervision from very experienced professionals at their clinical site as well as here at USD. This provides a strong foundation upon which students begin their clinical practice.

Definition and Purpose

The CMHC practicum represents a major benchmark in the master's-level clinical training of students, as it is their first supervised clinical experience providing direct services to clients. Practicum I (COUN 587P), Practicum II (COUN 597P), and Practicum III (COUN 598P) are each 3-unit courses taken sequentially during the candidate's last year of the program. During the first two years of the CMHC specialization, students receive a strong foundation in professional counseling and in CMHC through core and specialization courses, scholarship, faculty mentoring and volunteer experiences in the community.

Practicum courses provides in-depth guidance and counseling experience in a range of community based agencies that work with children, teens, adults and families. Trainees are exposed to a range of professional roles, resources and activities such as record keeping, assessment, supervision, and attending in-service and staff meetings. The practicum courses are designed to provide candidates with extensive clinical supervision and developmentally appropriate goals and increasingly complex training experiences with clients in their respective settings. The goal is to develop the knowledge, skills and dispositions outlined in the Counseling Program and CMHC specialization learning outcomes. Students are expected to demonstrate high levels of competencies. Below is an overview of the course pre-requisites, personal counseling requirements, and the expectations for students during practicum.

Pre-Requisites for Enrollment in Practicum I

1. Students will complete a minimum of 25 hours of personal counseling prior to enrolling in Practicum I. Students can choose from a range of counseling experiences to fulfill this requirement such as interpersonal, career, family, or pastoral counseling in an individual or group settings. Students will sign and submit a completed form to the faculty during the CIBA meeting (described below) confirming they have completed this requirement.
2. Students will complete all core classes and three CMHC specialization courses prior to or concurrent with enrollment in Practicum I. These courses are identified with an asterisk (*) in Table 1.
3. Students will complete the Clinical Instruction Benchmark Assessment (CIBA) with their advisors. The CIBA is designed to provide candidates with personal and professional development feedback, to assess progress in the program, and to determine the student's readiness for the transition to the practicum which is the capstone stage of clinical instruction. More specifically, the CIBA will include a review of:

- a. instructor and self-evaluations from the Clinical Interviewing Course (COUN 540);
- b. student's completion of required core and specialization courses;
- c. the student's CV;
- d. a reflection essay outlining students' developing professional goals, clinical interests, and objectives for Practicum training;
- e. confirmation that 25 hours of personal counseling have been completed; and evidence of malpractice insurance (to be submitted to advisor)

Practicum Expectations and Overview

Across all three semesters of Practicum I, II and III, candidates will complete a minimum of 700 supervised hours. During Practicum I students are expected to accrue a minimum of 100 clinical contact hours, including a minimum of 40 hours of direct contact with clients and a minimum of 60 hours providing indirect service hours. We encourage students to accrue additional hours in their first practicum, especially direct contact hours, towards their 700 supervised hours.

During Practicum courses students will participate in weekly group supervision and in bi-weekly (i.e., every other week) individual supervision with USD faculty supervisors. Additionally, students will be provided with weekly group and individual supervision at their community site. It is important to track the ratio of 1:5 supervision hours to direct clinical contact hours. That is, trainees will receive one hour of individual supervision or two hours of group supervision (in a group of less than 8 trainees) for every five hours of direct service they provide. No direct hours can be counted in a week without clinical supervision. Clinical hours may only be accrued while officially enrolled in CMHC Practicum I, II, or III. The one exception involves the opportunity for students to continue to work at their practicum site during the January intersession break when they are not enrolled in a Practicum II/III class and to count hours if the site is providing the required amount of individual or group supervision for the number of direct hours students are providing.

Practicum assignments are made by the Director of Field Experiences in consultation with the Counseling Program Director, CMHC faculty and the trainee. The typical practicum experience requires the trainee to be on site for two to three days per week, to provide at least four to five hours of direct service to clients under individual and group onsite supervision, and to complete additional indirect service hours at the site (indirect service hours include team meetings, report and progress note writing, in-service training opportunities, etc.). Students will also be required to meet with their USD supervisor for: one hour of individual (or triadic supervision) bi-weekly, and attend the three hours of CMHC didactics and group supervision weekly at USD. Prior to accumulating clinical hours, trainees must participate in comprehensive orientation sessions at the assigned practicum site. An orientation is essential for a smooth transition into practicum sites. It is important for trainees to familiarize themselves with the policies and procedures of the site, the key staff members with whom the trainee will be working, and the overall culture of the organization or institutional setting within which the trainee will work.

Students are expected to remain at their Practicum sites for three semesters, and will only be allowed to switch from an assigned site under extreme hardship circumstances. In such instances, written approval from the Counseling Program Director is required.

The CMHC requirements for clinical instruction assignments, direct and indirect clinical hours, and individual and group supervision meet the legislated requirements for a practicum experience for preparing to become a Licensed Professional Clinical Counselors (LPCC) in

California. Additionally, our CMHC specialization meets the requirements as defined by the Council for Accreditation of Counseling and Related Education Programs (CACREP).

In summary, during Practicum, candidates must:

1. be enrolled in a Practicum (I-III) course;
2. complete a total of 700 hours of fieldwork (with a minimum of 280 hours in direct service);
3. attend weekly group supervision and didactics at USD;
4. attend bi-weekly individual supervision at USD;
5. receive one hour of individual supervision or two hours of group supervision for every five hours of direct service provided;
6. document that the correct number of supervision hours has been received for the number of direct service hours provided;
7. develop program-appropriate audio/video recordings for use in supervision or receive live supervision of interactions with clients;
8. present and maintain continuous proof of valid malpractice insurance during their Practicum courses while they are providing direct service to clients at their site. Proof of insurance must be obtained before Practicum assignments begin and submitted with the CIBA documents.
9. attend and provide documentation of a site-based orientation at the outset of Practicum I.

Assessing Readiness for Enrollment in Practicum II/III

At the completion of Practicum I and Practicum II, students are evaluated to determine their readiness for Practicum II and III, respectively. A Clinical Progress Review is conducted with the student's USD Practicum Group Supervisor at the end of the term and will address the following items.

- a) Clinical evaluations from: the student's self-assessment, site-based supervisor(s), USD group supervisor, and the USD individual supervisor. The USD Group Supervisor and student will review all assessment data including narrative comments and discuss areas of relative strengths and weaknesses.
- b) The student will develop and submit a list of clinical practice goals for the upcoming term, either Practicum II or Practicum III. This list will be discussed, approved and endorsed by the student and the Group Supervisor who is convening this meeting.
- c) The signed documentation will be submitted to the Director of Field Experiences who will then deliver it to the Group Supervisor at the beginning of the next term.

Please note that completion of the clinical progress review is required for enrollment in subsequent practicum courses (II or III).

Seven Points for Successfully Completing Practicum Requirements

1. You are required to attend the Practicum I Information Session that is offered during the Spring semester prior to the Fall start date of Practicum I. The process for placement will

be discussed. You must submit your completed CIBA to the Director of Field Experiences. A “practicum fair” will be hosted in SOLES to introduce sites for potential practicum placements. After the practicum fair, you will visit and interview at the sites recommended by your advisor and the Director of Field Experiences. Any acceptances must be reported to the Director of Field Experiences. When confirmation has been received, you will submit the Clinical Supervisor Agreement and Site Contract to your assigned onsite Supervisor.

2. Remember that it is your responsibility to keep copies of all documents related to your Practicum. Failure to do so can result in delays or other problems related to your graduation and eligibility for post- graduate clinical work and licensure.
3. Weekly Summary of Clinical Hours: This is essentially a legal document in which you keep a record of your hours and activities at the site. This document is to be reviewed and signed monthly by your clinical supervisors. At the end of the Practicum I, II and III semesters, you will submit your Weekly Summary of Clinical Hours which has been signed by your on-site supervisor, and your USD group and individual supervisors, to the Director of Field Experiences. This document will be placed in your permanent file.
4. Group and Individual Supervision Log: This form must be signed each time you receive supervision from any clinical supervisor, either at USD or at your practicum site. Failure to do so will result in your not receiving credit for supervision.
5. Final Evaluations: The Director of Field of Experiences will provide you with the forms that you and your clinical supervisors must complete to evaluate your clinical progress and development.
6. Practicum Site Hours: Your on-site hours are arranged between you and your on-site clinical supervisor. These hours should be listed in your USD counseling program file. It is possible that the CMHC faculty or other supervisor may "drop in" to visit you at a site, but usually an appointment is made in advance and site visits are scheduled several weeks in advance.
7. Student’s Initial Visit to Practicum Site: At least three weeks prior to starting at your site be sure you are introduced to the site administrators, mental health professionals, and other personnel with whom you will be working. Upon completion of your placement, it is appropriate to send a note of thanks to the relevant personnel. Make sure the office assistants are aware that you are a practicum student or trainee at the site and can refer calls and visitors to you.

Specialization in School Counseling

School Counseling Specialization Overview

The School Counseling Specialization includes two concentrations: (1) 48 unit concentration for the Master's in Counseling with a Pupil Personnel Services Credential (PPS); and (2) 63 unit concentration that includes the Master's in Counseling with a Pupil Personnel Services Credential (PPS) plus additional courses required for license eligibility as a Licensed Professional Clinical Counselor (LPCC). Both concentrations require counseling core and specialization courses. Candidates in the School Counseling specialization plan to be school counselors in elementary, middle school/junior high and high school settings or to work with agencies serving K-12 children and their families. Those pursuing the 63 unit concentration may plan to focus their work with students with special behavioral and emotional needs. Students have knowledge and skills in student advocacy as well as in the design, implementation, and evaluation of comprehensive, results-based guidance and counseling programs. The School Counseling Specialization stresses the development of leadership skills in school counseling. Our program has been approved to meet current California Pupil Personnel Services Credential (PPS) standards and is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In addition, the School Counseling Program along with other programs in the Department of Learning and Teaching are nationally accredited by NCATE. SOLES' theme is "A learning community collaboratively engaged in the pursuit of professional competence." This section refers to our work with the Professional Education Unit of SOLES.

Learning community

The Professional Education Unit faculty, staff and students from diverse cultural, social and religious backgrounds seek to build a learning community characterized by the kind of spiritual, intellectual and emotional vitality that promotes the development of leadership. The faculty aim to connect students with what Parker Palmer (Palmer, 1998) calls the "living core" of their life, while providing knowledge, skills, and dispositions designed to strengthen their capacity to lead.

Collaborative engagement

Central to interactions between and among faculty and students is our commitment to acquire knowledge through critical inquiry and collaborative engagement. To this end, we engage in a reciprocal process of teaching and learning based on the notion of a community of practice. This notion is helpful in understanding how members of organizations learn with one another through activities that require negotiation. Through social participation, members create meaning about their shared historical and social resources and rules of practice, including how to create, evaluate and disseminate knowledge related to organizationally valued tasks. The community of practice perspective suggests, "Learning is an issue of sustaining the interconnected communities of practice through which an organization knows what it knows and thus becomes effective and valuable as an organization" (Wenger, 1998, p. 8).

Pursuit of professional competence

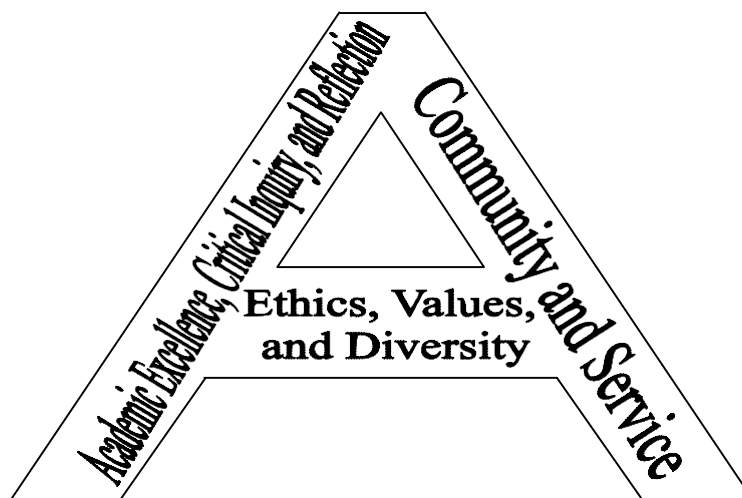
Every program is centered on developing professional competence in all candidates. Professional associations, national accrediting bodies and state certification agencies provide the programs with specific requirements for preparing ethical, caring and competent professionals. Courses, field experiences and internships assess candidates' abilities to demonstrate the basic knowledge, skills and dispositions recommended for today's practicing professionals. Faculty members are actively involved in the work of professional organizations and state and national agencies as they continually update the competencies and standards for practice.

Candidates in our programs seek licensure and certification in their areas of expertise. Having been encouraged to form a strong commitment to lifelong learning, ethical responsibility and ongoing professional development, many demonstrate sound identities as practicing professionals, joining professional associations, attending, and presenting at local, state, and national conferences. They demonstrate their capabilities as collaborators, as agents of change and as leaders, with varying degrees of impact within the communities they serve.

Our mission, vision and theme serve as the foundation for our professional education unit outcomes. Our unit outcomes, which are carefully aligned with candidate proficiencies and program standards, are grounded in relevant theory and research. SOLES faculty are committed to the preparation of educational leaders as is exemplified by the acronym “ACE”, which describes an expert in the field of education. The outcomes derived from “ACE” are: Academic excellence, critical inquiry, and reflection, Community and service, Ethics, values, and diversity. All outcomes are shared and integrated throughout every program in the SOLES Professional Education Unit.

ACE Candidates In The Professional Education Unit Will:

- 1) Demonstrate the knowledge and the ability to represent content accurately by applying effective strategies and techniques in their field of study, by actively engaging in reflective activities, by critically analyzing their practice and by applying higher order thinking skills to a wide array of investigative pursuits (Academic excellence, critical inquiry, and reflection).
- 2) Strive to create and support collaborative learning communities in their classrooms and their professional fields of practice by bridging theory and practice and engaging in community service (Community and service).
- 3) Understand and adhere to the values and ethical codes of the university, of the schools they work in, and of the professional organizations to which they belong. They will support the creation of inclusive, unified, caring and democratic learning communities that value each individual regardless of background or ability, and they will equitably support student learning and optimal development (Ethics, values, and diversity.)



School Counseling Specialization Coursework

I. Core Courses (27 units)	
COUN 507	Professional Orientation and Law and Ethics in School Counseling (3)
COUN 505	Human Development (3)
COUN 508	Research Methods in Counseling (3)
COUN 510	Career Development Across the Lifespan (3)
COUN 515	Multicultural Counseling (3)
COUN 520	Counseling Psychology: Theory and Practice (3)
COUN 526	Group Counseling (3)
COUN 530	Assessment Techniques in Counseling (3)
COUN 532	Counseling Skills (3)
II. School Counseling Specialization (21 units)	
COUN 509	Action Research in School Counseling (3)
COUN 518	Organization of Student Support Programs (3)
COUN 536	Applied Theory and Techniques in School Counseling (3)
COUN 537	Consultation, Crisis Intervention, and Trauma Counseling in Schools (3)
COUN 588P	School-Based Practicum (3)
COUN 590F	Fieldwork in School Settings (3); Minimum of 2 semesters required
III. LPCC Eligibility Additional Courses (15 units)	
COUN 541	Advanced Counseling: Diagnosis and Treatment (3)
COUN 542	Addictions Counseling (3)
COUN 544	Introduction to Family Counseling (3)
COUN 549	Psychopharmacology (3)
COUN 550	Advanced Human Sexuality Counseling (3)

Prerequisite: The School Counseling Specialization requires completion of a graduate-level or graduate-level equivalent course in Educational Psychology, with an emphasis on cognition and student learning. When taken in SOLES the proper course is EDUC 582 (Psychological Foundations of Education in a Diverse Society). Students should check with their advisors to see if a previously completed course can count for meeting this prerequisite.

Action Research

Action research is a key feature of the USD School Counseling Program. Candidates are involved with action research projects throughout their fieldwork experience. Information about meeting this requirement is provided in the COUN 509 (Action Research course), which is taken at the start of the fall semester of the candidate's second year in the program. Support for successful completion of candidates' action research projects is provided by the COUN 509 instructor, advisors, and fieldwork supervisors. For more information about Action Research please contact Dr. Lonnie Rowell at lrowell@sandiego.edu

COUN 590F Fieldwork Information

The information presented in this manual is intended to help students in the School Counseling Program successfully complete the fieldwork portion of the program. Fieldwork is the final step in the clinical instruction sequence. Candidates for the master's degree and the PPS credential who are enrolled in fieldwork are nearing certification as professional school counselors. Program faculty have designed this capstone experience to be instructional, productive, and insightful for each candidate. Please read the manual content carefully and be sure to bring any questions you may have to your Fieldwork Seminar Instructor, the Director of Field Experiences, your program advisor, or all three.

Definition and Purpose

COUN 590F is a 3-unit course taken upon completion of COUN 588P (Counseling Practicum: School-based). The course provides in-depth guidance and counseling experience in public schools and in agencies working with school-aged children. The fieldwork experience is intended to enhance the knowledge, skills and dispositions that are outlined in the Counseling Program's Student learning outcomes. Interns are expected to demonstrate counseling competencies of the highest caliber.

During each semester of enrollment in COUN 590F, candidates will complete a minimum of 300 hours at a field site selected in consultation with the student's advisor and the Director of Field Experiences. The student can enroll in 3-units of Fieldwork during any one semester. Students applying for the credential must complete 600 supervised hours during a minimum of two semesters. The student will participate in a weekly group supervision class during the semesters the student is enrolled in COUN 590F. A university supervisor will visit the fieldwork site a minimum of three times during the course of the fieldwork placement to consult with the site supervisors and observe the candidates.

In special cases, some students split their time during a single semester at two sites such as a school and an agency. Credential regulations allow completion of some hours at agencies and/or community-based non-profit organizations. You must be enrolled in COUN 590F if you wish to count hours completed while counseling K-12 children and their families at an agency. You may count a maximum of 200 hours of agency experience toward the 600 hours of fieldwork required for the PPS credential.

Prerequisites for Enrollment in Fieldwork Courses

Required Core Courses to be completed before enrollment in COUN 590F:

- COUN 505- Human Development (3)
- COUN 507- Professional Orientation and Law and Ethics in School Counseling (3)
- COUN 510- Career Development Across the Lifespan (3)
- COUN 515- Multicultural Counseling (3)
- COUN 518- Organization of Student Support Systems (3)
- COUN 520- Counseling Psychology: Theory and Practice (3)
- COUN 526- Group Counseling (3)
- COUN 530- Assessment Techniques in Counseling (3)
- COUN 588P- Counseling Practicum (3)
- COUN 564- Counseling Skills (3)

Other Pre-Placement Requirements

- To qualify for the PPS credential, all counseling coursework including clinical instruction courses, COUN 564 (*Prior to fall 2013, COUN 504), COUN 588P and COUN 590F, must be completed with a grade of a B- or better. In pass/fail courses, a student must be earning the equivalent of a grade of B- to receive a “pass.”
- All students must complete the Fieldwork Readiness Form and meet with their advisor to review the form prior to the start of the student’s first fieldwork experience.
- Students are required to complete 25 hours of interpersonal, career, family, or pastoral counseling as a counselee in individual or group settings. Prior to practicum at least 10 of these hours should be completed, and the final 15 hours are to be completed prior to enrollment in fieldwork.

Requirements for the PPS Credential in School Counseling

The USD Counseling Program is an accredited Pupil Personnel Services (PPS) credential preparation program for the school counseling specialization. Students completing the Counseling Program’s School Counseling Specialization are eligible to apply for the California K-12 PPS – School Counseling credential. Applicants must satisfy all of the following:

1. Complete post-baccalaureate degree study consisting of a minimum of 48 semester hours in a Commission-accredited professional preparation program specializing in school counseling, including a practicum.
2. Obtain the recommendation of a California college or university with a Commission- accredited Pupil Personnel Services program, specializing in school counseling.
3. Pass the California Basic Educational Skills Test (CBEST).
4. During fieldwork, the candidate for the credential must:
 - a. complete a total of 600 hours of fieldwork (with a minimum of 240 hours of direct service);
 - b. complete a minimum of 100 hours working with counsees who are racially and ethnically different from the candidate;
 - c. provide a minimum of 25 hours of group counseling; and
 - d. carefully review the Steps for Applying for the PPS Credential on the SOLES webpage.

Points for Successfully Completing Fieldwork Requirements

1. After your Fieldwork Readiness Meeting with your advisor, and once you are informed that your site selection has been approved, candidates are required to submit the On-site Counselor Agreement and Fieldwork Site Assignment to the Director of Field Experiences.
2. Remember that it is your responsibility to keep copies of all documents related to your fieldwork. Failure to do so can result in delays or other problems in obtaining your credential.
3. The Daily Record: This important document is the candidate's record of the hours and activities completed at the school or agency site. The Daily Record is to be reviewed and signed monthly by the On-site Supervisor. At the end of the fieldwork semester, turn in a summary sheet of your daily record and the daily record itself. The summary should be condensed to one page stating: where you were, when, under whose supervision, and your main activities as an intern. This is signed by your On-site Supervisor and placed in your permanent folder. The actual Daily Record will be returned to you.
4. Final Assessments: You will be sent a link to an electronic self-assessment to be completed at the end of each semester and submitted online. Your onsite supervisor also will receive an electronic student assessment to complete and review with you.
5. Site Hours: Your on-duty hours are arranged between you and your On-site Supervisor.
6. These hours should then be given to your University Supervisor who will visit you in the field during those hours whenever possible. The University Supervisor sometimes "drops in" but usually makes an appointment in advance with you and the On-site Supervisor. In general, a minimum of three site visits are completed by the University Supervisor, with the visits scheduled several weeks in advance. Please respond to your University Supervisor's contacts ASAP.
7. Courtesy Visits: During the first week at your site, be sure you are introduced to the site administrators, counselors, and other personnel with whom you will be working. Upon completion of your placement, it is appropriate to send a note of thanks to the relevant personnel. Make sure the office secretary knows you are an intern at the site and that it is appropriate to refer calls and visitors to you.
8. Inform your University Supervisor ten school days before your final day on site.
9. During your last semester of Fieldwork you will need to complete the Application for Credential. The forms are available in the Credential Analyst's office in SOLES.

Appendices

- Appendix A: School of Leadership and Education Sciences Student Assistance Plan
- Appendix B: Counseling Students Disposition Feedback Form
- Appendix C: CMHC 3-Year Program Planning Form
- Appendix D: CMHC CIBA Practicum I Readiness Certification
- Form Appendix E: Clinical Instruction Site Evaluation Form
- Appendix F: Clinical Supervisor Evaluation
- Appendix G: CMHC Faculty, Supervisor and Student Responsibilities
- Appendix H: CMHC Practicum Site Assignment
- Appendix I: CMHC On-Site Supervision Agreement
- Appendix J: CMHC Site Contract
- Appendix K: CMHC Consent to be Observed or Tape Recorded
- Appendix L: CMHC Weekly Summary of Clinical Hours
- Appendix M: CMHC Semester Summary Log
- Appendix N: CMHC Individual & Group Counseling Supervision Log
- Appendix O: CMHC Practicum Assessment
- Appendix P: School Counseling Course Planning Form – Full Time
- Appendix Q: School Counseling Course Planning Form – Part-Time
- Appendix R: School Counseling Course Planning Form – PPS/LPCC
- Appendix S: School Counseling CIBA Practicum Readiness Form
- Appendix T: Fieldwork Readiness Form
- Appendix U: School Counseling Roles of Interns, Supervisors, and Director of Field Experiences
- Appendix V: School Counseling Introductory Letter
- Appendix W: Application for School Counseling Fieldwork
- Appendix X: School Counseling Fieldwork Daily Log
- Appendix Y: School Counseling Semester Summary
- Appendix Z: School Counseling Consent to be Observed or Tape Recorded
- Appendix AA: Consentimiento Para Ser Observado O Filmado
- Appendix BB: School Counseling Fieldwork Assessment
- Appendix CC: Common Terms, Acronyms, and Helpful Hints in the Counseling Program

School of Leadership and Education Sciences
Student Assistance Plan

Student _____ ID# _____

Program _____ Date _____

Faculty/instructor: _____

Area(s) in need of improvement (describe all that apply)

Academic (e.g. writing skills, oral communication, knowledge integration): Knowledge

Professional: Skills

Interpersonal: Dispositions

Personal:

Action Steps:

Student notified Date: _____

Written feedback to student (attach copy) Date: _____

Program Director/Department Chair notified Date: _____

Signature: _____

Copy to Dean's Office Date: _____

o Plan for remediation (describe – use back if necessary):

COUNSELING STUDENTS DISPOSITION FEEDBACK FORM

Name: _____

Date: _____

Circle the number that describes the counseling candidate's level of performance using the following scale:

1 - Below Expectations

2 - Meets Expectations

3 - Exceeds Expectations

NO = Not Observed

DISPOSITIONS	RATING			
<p>Commitment and Investment in:</p> <ul style="list-style-type: none"> • developing counselor identity, professional development and counseling profession • advocacy, professional excellence, civic engagement, collaboration, interpersonal competence, • being an excellent scholar and practitioner 	1	2	3	NO
<p>Openness to:</p> <ul style="list-style-type: none"> • ideas, learning, and change. • learning to give and receive feedback • growth & self-development • others 	1	2	3	NO
<p>Respect:</p> <ul style="list-style-type: none"> • for self; appropriate self-care • for others • perceives and honors diversity • wellness philosophy 	1	2	3	NO
<p>Professionalism:</p> <ul style="list-style-type: none"> • Personal responsibility, integrity, maturity • Honesty • Dependability, follow through 	1	2	3	NO
<p>Self-awareness:</p> <ul style="list-style-type: none"> • Self-reflection and self-exploration • Awareness of one's place in history and culture • Awareness that leads to a reflective practitioner • An awareness of how one is perceived in interactions with others, especially authority (e.g., Advisor, Director, Chair) 	1	2	3	NO
TOTAL SCORE				
<p>COMMENTS:</p> <p>Strengths:</p> <p>Areas for Growth:</p>				

3 YEAR CMHC PROGRAM PLAN

Fall 2016 Cohort

Advisor: __ Estrada __ Garland __ Hall __ Johnson __ Zgliczynski			
YEAR 1			
Fall 2016 Program Requirements: Program Orientation	Inter- session	Spring 2017	Summer 2017 Study Abroad/Intl Requirement
502 Prof Orientation and Law and Ethics in Counseling		505 Human Development	515 MC Counseling (<i>or summer 2017 or Intersession</i>)
520 Theories		508 Research Methods	
540 Clinical Interviewing		526 Group Counseling	
			Total units = 21
YEAR 2			
Fall 2017		Spring 2018 CIBA	Summer 2018
510 Career Counseling		547 Risk and Trauma	
530 Assessment		550 Adv Human Sexuality	
541 Adv Counseling: Diagnosis & Tx		555 EB Theory and Techniques	
			Total units = 18
YEAR 3			
Fall 2018 Practicum 2/3 Readiness Graduation Petition		Spring 2019 Comprehensive Evaluation	Summer 2019
542 Addictions Counseling ¹		544 Family Counseling ¹	598F Practicum III**
562 Positive Psychology		549 Psychopharmacology ¹	
587P Practicum I*		597F Practicum II**	
¹ Courses taught in both semesters * 587P Practicum I requires a supervised practicum experience of at least 100 clock hours. ** 597P/598P: Practicum II/Practicum III require a minimum total of 600 hours of a supervised internship.			Total units = 21
			Grand Total = 60 units

Practicum Placement

Site: _____

Name of On-Site Supervisor: _____

For ADVISOR to Complete:

- Reviewed Student's Clinical Interviewing Self-Assessment
- Reviewed Instructor's Clinical Interviewing Assessment
- Reviewed Student's Self-Assessment Responses to Questions
- Reviewed Prerequisite Courses Assessments – See attached (page 3)

Practicum Readiness:

- Approved for Practicum I
- Not Approved for Practicum I at this time –Additional work needed is documented and attached.
- Approved for Practicum I based on additional work (see attached documentation)

Acknowledgements:

Student Acknowledgement

Date

Faculty Advisor Acknowledgement

Date

Director of Field Experiences Acknowledgement

Date

Counseling Program Director Acknowledgement

Date

University of San Diego
Counseling Program – Clinical Mental Health Counseling
Specialization Fall 2012 Curriculum

The Specialization in Clinical Mental Health Counseling (CMHC) is a 60 semester-unit graduate program providing comprehensive training at the master's level that prepares graduates for independent clinical counseling practice in settings such as mental health agencies, correctional institutions, schools and universities, and private practice. The program includes 9 core counseling courses, 8 specialization courses in clinical counseling and three semesters of clinical experience, Practicum I – III. The CMHC specialization meets the California requirements as a Licensed Professional Clinical Counselor (LPCC) and the basic licensing requirements in other states. The CMHC specialization is designed to develop clinically and culturally competent counselors who are able to think critically about professional counselor issues, engage in evidenced-based practice, and are able to apply their skills in a variety of clinical settings.

COURSE REQUIREMENTS - 60 Units
Total

I. Core Courses (27 units)		Semester Taken	Grade
*COUN 502	* Professional Orientation and Law and Ethics in Counseling(3)		
*COUN 505	*Lifespan Development (3)		
*COUN 508	*Research Methods in Counseling (3)		
*COUN 510	*Career Development Across the Lifespan(3)		
*COUN 515	*Multicultural Counseling (3)		
*COUN 520	*Counseling Psychology: Theory and Practice (3)		
*COUN 526	*Group Counseling (3)		
*COUN 530	*Assessment Techniques in Counseling (3)		
*COUN 540	*Clinical Interviewing (3)		
II. Mental Health Specialization Courses (24 units)			
*COUN 541	*Advanced Counseling: Diagnosis and Treatment(3)		
COUN 542	Addictions Counseling (3)		
COUN 544	Introduction to Family Counseling (3)		
*COUN 547	*Risk Assessment and Trauma Intervention in CMHC (3)		
COUN 549	Psychopharmacology (3)		
COUN 550	Advanced Human Sexuality Counseling (3)		
*COUN 555	*Evidence Based Theories and Techniques in Counseling(3)		
COUN 562	Evidence Based Practices with Underserved Populations: Positive Psychology (3)		
III. Practicum Courses (9 Units)			
COUN 587P	Clinical Mental Health Practicum I(3)		
COUN 597P	Clinical Mental Health Practicum II(3)		
COUN 598P	Clinical Mental Health Practicum III(3)		

**Courses Required Before Enrollment in Practicum I-III*

VERIFICATION OF REQUIRED PERSONAL COUNSELING HOURS

To promote a deeper understanding of the counseling process and the roles of counselor and client, students are required to complete a minimum of 25 hours of interpersonal, career, family, or pastoral counseling in individual or group settings before applying for practicum. Counseling services that were received up to two years prior to entering graduate study may be used to meet this requirement.

A variety of counseling services are offered on campus and in the San Diego community. Your advisor and course instructors will often have information about specific opportunities during a particular semester. Information is also

posted on the Counseling Center bulletin board outside of Serra Hall 316. departments for more information or to schedule an appointment.

Please contact the following campus

USD Counseling Center, Serra Hall 300 260-4655

USD Career Services, Hughes Center, 110 260-4654

USD Graduate Campus Ministry, Sr. Irene Cullen, Maher Hall 203 260-2265

USD Human Resources

Community Resources

Catholic Charities 231-2828

Jewish Family Services 291-0473

Family Services Association of San Diego County 858-279-0400

United Way INFO LINE 230-0997

Please turn in the following Certification of Completed Counseling Services to your advisor at your CIBA meeting.

CERTIFICATION OF COMPLETED COUNSELING SERVICES

Name:

Counseling Program Specialization: _____

Date of Program Entry: _____

I certify that I have completed the Counseling program requirement for participating in at least 25 hours of counseling services.

Name _____

Date _____

Clinical Instruction Benchmark Assessment (CIBA) Self-Assessment Essay Instructions

The Counseling Program is designed to prepare you for a range of professional roles, settings, and activities. The clinical instruction training is designed to help you develop expertise in a broad range of theories and techniques that can be applied in counseling. Assessing your readiness for more advanced clinical instruction in community practicum settings is a significant benchmark in your training, and requires that you complete the CIBA process with your advisor.

The CIBA process will involve:

1. reviewing assignments from practicum prerequisite courses,
2. examining self- and instructor evaluations from the Clinical Interviewing course,
3. writing and submitting a **self-assessment essay (see prompts below)**, and
4. reviewing these materials with your faculty advisor.

The **self-assessment essay** provides candidates an opportunity to reflect on their readiness to begin the counseling practicum experience. In a 3-4 page, double-spaced essay, candidates should address the following:

a. Counselor Professional Identity:

Comment briefly on the development of your professional identity and your knowledge, awareness and skills as a professional counselor.

b. Ethical Codes and Behaviors: Reflect on the Counseling profession's ethical codes and the ways in which you have demonstrated your understanding through ethical behavior.

c. Use of Supervision and Feedback: How do you see yourself utilizing feedback in your practicum from both USD and onsite supervisors? How will you handle diverse or even conflicting advice on cases from supervisors? What skills or dispositions will you rely upon?

d. Interpersonal style and match with clients:

Evaluate your current comfort and effectiveness in establishing an effective counseling relationship/alliance? Comment on how your personal style as a helper might enhance and/or inhibit your ability to work with clients, supervisors, staff at your practicum site and other counseling students. How would you identify or recognize clients with whom you cannot work effectively? How would you handle this situation?

e. Theoretical and Conceptual Frameworks: From your work in the theories course (COUN 520) what do you see as (a) possible theoretical orientation(s) that would be effective with your preferred client populations?

f. Working with Diverse Clients: What are your current knowledge and skill levels in working with diverse clients? What are your specific plans for increasing your knowledge and skills in addressing the needs of diverse clients during your practicum year?

g. Areas of Counseling Expertise and Continued Professional Growth: Identify specific areas of expertise you plan to develop and demonstrate during your practicum. Why are you interested in this client population or area of clinical mental health counseling? How do you see yourself using your expertise in the future? What areas of professional growth will you focus your attention during your practicum

Evaluation Form: Candidate Evaluation of Clinical Instruction Site

Please note that this form will be sent to students to complete electronically.



School/CMHC Practicum Site Evaluation

School Fieldwork/CMHC Practicum Site Evaluation Form

Demographics

First Name	<input type="text"/>
Last Name	<input type="text"/>
Email	<input type="text"/>
Date	<input type="text"/>
Site	<input type="text"/>
Name of On-site Counselor	<input type="text"/>
Total number of hours completed	<input type="text"/>
District (if school)	<input type="text"/>

Please indicate your Counseling specialization.

- Clinical Mental Health Counseling
 School Counseling

Semester and Year

1) What did you like about interning at this site?

2) What did you not like about interning at this site?

3) Did you feel you got enough supervision at this site? How was it arranged? (Weekly meetings? Informal consultation?)

4) What could have been done to improve your experience?

5) Please provide comments or suggestions for future interns who might want to work at this site.

6) Use the slide below to rate your overall experience with this site from 0 to 10, with 10 being the best possible experience.

0 1 2 3 4 5 6 7 8 9 10

Overall experience

Evaluation Form: Candidate Evaluation of Clinical Supervisor
 Please note that this form will be sent to students to complete electronically.

School Fieldwork/CMHC Practicum Onsite Supervisor Evaluation

Directions: At the end of the semester, each student is required to complete an evaluation of the site supervisor.

Demographic Information

First Name	<input type="text"/>
Last Name	<input type="text"/>
Email	<input type="text"/>
Date	<input type="text"/>
Site	<input type="text"/>
Name of On-site Supervisor	<input type="text"/>
Total Number of hours completed	<input type="text"/>
District (if school)	<input type="text"/>

Please indicate your Counseling specialization

- Clinical Mental Health Counseling
 School Counseling

Semester and Year

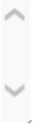
Please Rate the Following:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Observed
1. My supervisor was genuinely interested in my growth as a professional counselor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My supervisor was very professional in his/her dealings with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My supervisor made suggestions regarding my taped sessions that were beneficial.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My supervisor created a setting of support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I was treated as a professional by my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My supervisor was dependable regarding his/her supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

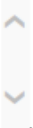
meetings with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My supervisor offered me constructive criticism that assisted in improving my counseling skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The requirements made of me by my supervisor were fair and challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PLEASE COMMENT ON THE FOLLOWING.

9) What do you feel you gained as a result of working with your supervisor?



10) What could have been done differently by your supervisor to make your experience more beneficial?



11) If you were grading your experience with your supervisor, how would you grade it?

A	B	C	D	F
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12) Were the physical facilities at your site appropriate? Please be specific regarding strengths or problems

Yes

No

Specific strengths or problems

13) How would you grade the site?

A	B	C	D	F
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14) Additional Comments:

Responsibilities for CMHC Students Enrolled in Practicum I, II and III Courses

- Review and adhere to the policies, standards and practice of the practicum site. Assume a professional stance in following the regulations.
- Become personally and professionally involved in the process of becoming a professional counselor. Develop a professional attitude and skills toward counseling advocacy.
- Show evidence of professional enthusiasm, personal maturity and becoming adept at integrating theory and practice.
- Increase skills in developing effective human relationships with your clients, colleagues and with the public.
- Be flexible, be a team player, take initiative and be willing to extend your comfort zone.
- Develop and demonstrate an understanding, appreciation and sensitivity toward the cultural heritage, community values and individual differences of diverse clients.
- Become acquainted with your clients, study their records and develop an ethical sense of keeping information confidential.
- Familiarize yourself and develop a personal plan to complete the competencies required under the Counseling Department learning outcomes.
- Be prepared to discuss cases and clinical issues and to review your progress during supervision with your on- site clinical supervisor and USD group and individual clinical supervisors.
- Abide by the ACA & AMCHA Ethical Standards and ensure the client's confidentiality and legal rights are protected.
- Be open-minded toward constructive feedback, be interested in improving through the acceptance of suggestions, and honestly strive to incorporate these ideas.
- Keep accurate and current clinical hours and activities logs, and supervision logs. Submit them to the Director of Field Experiences at the end of the semester.
- Evaluate your own personal goals and commitment to the ethics of the profession.
- Facilitate mandated reporting contacts and documentation.
- Review and abide by the USD and SOLES Student Code of Rights and Responsibilities.

CMHC Practicum Site Assignment

I. Semester: _____ Year: _____ Assignment Site: _____

II. Candidate's Name: _____
(Last Name, First Name)

Phone (W) _____ Preferred hours to phone _____

Phone (H) _____ Preferred hours to phone _____

III. On-site Supervisor: _____

Supervisor's Title, Educational Background and Credentials

Site Address: _____

Street

City

Zip

Phone (W) _____ Preferred hours to phone _____

Phone (H) _____ Preferred hours to phone _____

On-site Supervisor e-mail: _____

IV. Practicum student's office address (where you can be found):

Street City Zip

Days/Hours on Duty: _____

V. Round trip mileage from USD to your site: _____

VI. State below any information or problems that the Director of Field Experiences should be aware of in your assignment. (Continue on the back if necessary.)

CMHC On-Site Supervisor Agreement

I will serve as the On-site Supervisor for _____
(Student's Name)

during the _____ Semester 20 _____.

Name (please print): _____

Signature: _____

Phone/Fax: _____

Email: _____

Mental Health License/Certification Held: _____

License Number: _____ Issue Date: _____

Supervision Training or Coursework completed _____

Site Name: _____

Site Address: _____
Street

City

State

Zip

Phone: _____

CMHC Site Contract

This agreement is between the University of San Diego and _____ (site name)

Effective dates: from _____ (date) to _____ (date) for _____ hours per week.

Name of CMHC Trainee: _____ Practicum I, II or III (Please Circle)

EXPECTATIONS:

Thank you for providing this training opportunity for the USD Counseling trainee. To meet quality training standards, as well as accreditation and licensure eligibility standards, we have made explicit the expectations of the training experience, as listed below:

1. A minimum of 100 hours is required for Practicum I, with a minimum of 40 hours of direct service. Practicum II/III require a minimum of 600 hours with 240 hours of direct service. The remaining hours may be a combination of direct and indirect hours but direct service hours are preferred.
2. The Clinical Counselor Trainee needs to see a minimum of 15 clients total, and must see a minimum of five clients for at least 4 sessions so that the Trainee can demonstrate the ability to diagnose a client problem or concern, design appropriate assessment interviews, conduct testing and interventions, and evaluate progress toward goals.
3. The Trainee should deliver 4-6 session small group interventions with a minimum of 3 clients per group, and may conduct these groups with a co-facilitator.
4. The Trainee is required to plan, deliver and evaluate at least one large group training or presentation.
5. The Trainee's interventions should meet the unique needs of the organization and its clients, students or employees. Also, the Trainee should practice within the agreed upon rules and standards of the organization.
6. The Trainee must fulfill the requirements of the contract before credit for the completion of the practicum course can be awarded.
7. The Trainee must inform clients that s/he is a Trainee (i.e., graduate level practicum student) receiving supervision from licensed mental health professionals.
8. The Trainee must videotape or audiotape at least 3 client sessions per semester to view in supervision, and must obtain the client's written permission (using a USD consent form).
9. The Trainee must receive one hour per week of individual supervision or two hours per week of group supervision from the On-Site Clinical Supervisor.

On-site Supervisor: Date:

Student: Date:

Counseling Program Director Date:

CMHC Consent to be Observed or Tape Recorded

I, _____, give _____,
(Client or Client's Parent or Guardian) (Clinical Counselor Trainee)

a student in the Clinical Mental Health Counseling (CMHC) Specialization at the University of San Diego, permission to audio/video tape our counseling sessions, and/or have visual records and observations of me. The contents of the tapes may be reviewed with a USD clinical supervisor, CMHC faculty and supervision group. These materials are considered confidential, and will be destroyed after supervisory viewing.

I am in agreement that the primary use for these recordings and observations is to increase the effectiveness of the student's counseling by providing clinical instruction and feedback. I understand that my name shall not be used in connection with these recordings and cannot and will not be used for any purpose other than those specified above. Recording and/or utilization of materials under the terms of this signed consent shall not be subject to legal action.

I understand that my counselor is a Counseling graduate student, is not yet licensed and is under the supervision of a qualified supervisor at the practicum site and the University of San Diego.

The term "client" as used herein refers to any person receiving services including students, parents, teachers, or patients. Clients have the right to confidentiality. Information revealed will remain within the professional setting. There are, however, legal exceptions to this right; information must be divulged: (a) when ordered by the court, or (b) when the counselor and his or her supervisor determine that an individual may present a threat to self to others. California law requires the report of any known or suspected instance of child or adult abuse or neglect. It is understood that all information disclosed within these sessions will otherwise be kept confidential and will not be released to anyone outside of the agency without written permission, except where disclosure is required by law.

Client Signature: Date:

Signature of Parent or Guardian if Client is a minor Date:

Clinical Counselor Trainee Signature Date:

NOTE: A signed and dated consent form MUST be obtained for each client on and off site, prior to any taping (audio or video).

CMHC Weekly Summary of Clinical Hours

Name _____ For the Week of _____ to _____

*Please round to nearest 15 minute increment

Direct Service	Mon	Tues	Wed	Thurs	Fri	Sat	Su	Total
Advocacy for Clinical Issue								
Assessment, Intake/Interview or Testing								
Career Planning for Clinical Issue								
Conflict Mediation								
Group Counseling or Facilitation								
Family, Couples, Child Counseling								
Individual Counseling								
Large Group Presentation/Psychoeducation								
Providing Workshop/Training								
Other (specify):								
Total Direct Services								

Total Weekly Hours:	
----------------------------	--

Total Service Hours to Date:	Service Hours Working with Racially/Ethnicallly Diverse Clients to Date:	Group Supervision Hours to Date:		Individual Supervision Hours to Date:
Direct:	This Week:	This Week:		Individual:
Indirect:				Group:
Total	Total Service Hours:	Total Service Hours:		Total Hours:
Service Hours:				

Indirect Services	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Total
Case Management								
Clinical Observation & Informal Assessment								
Planning/Program Development								
Professional Development								
Report Writing								
Test Interpretation and Scoring								
Clinical Case Presentation								
Group Supervision								
Individual Supervision								
Other (specify):								
Total Indirect Services								

Student Signature: _____

Date: _____

Site Supervisor Signature: _____

Date: _____

CMHC Semester Summary Log

Semester _____ (Please check) ☞☞ Practicum ☞☞ Practicum II ☞☞ Practicum III

Student Name _____

Practicum Site _____

Total Number of Direct Hours for the Semester: _____

Total Number of Non-Direct Hours for the Semester: _____

Total Number of Direct and Non-Direct Hours for the Semester: _____

Total Number of Racially/Ethnically Diverse Clients: _____

Total Number of Group Supervision Hours: _____

Total Number of Individual Supervision Hours: _____

Required Signatures:

On-site Supervisor: Date:

Student: Date:

USD Supervisor Date:

Counseling Program Director Date:

CMHC Individual & Group Counseling Supervision Log

Please include all clinical supervision. (*Round to the nearest 15 minute increment)

Name of CMHC Student: _____

Practicum Site: _____

Practicum Site Supervisor: _____

Group: _____

Individual: _____

Semester: _____

Date	Topic of Discussion	Time*	Practicum Site	USD Supervisor Initials	
			Supervisor Initials	Group	Individual

CMHC Practicum Assessment
Please note that this form will be sent to you electronically



Default Question Block

CMHC Practicum Assessment

Please complete the attached assessment of counseling skills and professional behavior near the end of each semester and discuss the assessment with the student.

Please note that this assessment tool is designed to assess and track growth in skills. Therefore, it is important to use the full scale to reflect relative strengths and weaknesses.

Each skill or behavior is to be rated on a 5-point scale with a rating of "Effective" or "Highly Effective" indicating that the student demonstrates competency equal to that of an independently functioning professional clinical mental health counselor. Thus, high ratings are not expected during early phases of training.

Note, that a rating of N/O can be used when the evaluator had no opportunity to observe the skill/behavior.

If you have any questions or need clarification about the evaluation process, please contact Peggy Hetherington, Director of Field Experiences, at 619 260 8804 or peggyh@sandiego.edu.

THANK YOU FOR YOUR HONEST REFLECTION.

Student Name: \${e://Field/StudentFirstName} \${e://Field/StudentLastName}
Course: \${e://Field/Course}
Semester: \${e://Field/Semester}
Evaluator: \${m://FirstName} \${m://LastName}
Evaluation Type: \${e://Field/EvaluationType}
Date: 4/8/2016

EVALUATION OF CLINICAL SKILLS

ATTENDING/RELATIONSHIP-BUILDING SKILLS

	Ineffective	Minimally Effective	Somewhat Effective	Effective	Highly Effective	N/O
1. Listens carefully and communicates an understanding of the client.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Is genuine and warm with client.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Is respectful of, and validates, the client.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Demonstrates awareness of, and sensitivity for, the client's cultural context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Demonstrates sensitivity for the client's developmental level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Uses interpersonal strengths appropriately, including humor and self-disclosure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Is comfortable with a variety of feelings and/or issues shared by the client.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Challenges or confronts the client when appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Tracks and remembers the main issues presented by the client.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CMHC Practicum Assessment (continued)

COUNSELING: CLINICAL ASSESSMENT AND DIAGNOSIS SKILLS

	Ineffective	Minimally Effective	Somewhat Effective	Effective	Highly Effective	N/O
10. Addresses cultural factors in selection and use of clinical assessment methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Addresses cultural factors in interpretation of clinical assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Is able to differentiate developmentally normative from problematic behavior during assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Incorporates appropriate assessment tools for client's developmental level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Demonstrates skill in intake interviewing, history-taking, and mental status exam (MSE).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Exhibits an understanding of DSM diagnoses and diagnostic assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Appropriately screens for high-risk issues such as suicide-risk, aggressive behavior, and addiction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Selects and uses appropriate assessment methods for client presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Able to make intervention recommendations based on assessment of client.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Conceptualizes and considers multi-axial diagnoses and differential diagnoses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Differentiates between normative and non-normative reactions to events and diagnoses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Able to concisely present a clinical assessment (verbally).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Able to assess whether a client needs a referral to service providers or resources and ability to complete the referral.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COUNSELING: PREVENTION & INTERVENTION

	Ineffective	Minimally Effective	Somewhat Effective	Effective	Highly Effective	N/O
23. Demonstrates ability to translate and apply knowledge of counseling theories to clinical work (preventive or treatment interventions).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Demonstrates skills in treatment planning, including identifying desired treatment outcomes and measurable objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Applies multicultural competencies to counseling interventions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Promotes client health and wellness through education and advocacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Facilitates client linkage to appropriate community resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Demonstrates knowledge of a full range of intervention strategies for diverse clinical clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Demonstrates and applies knowledge of interventions for addiction and co-occurring disorders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Demonstrates skill in group counseling interventions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Interested in critically evaluating interventions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Exhibits knowledge of counseling research and applies this knowledge to clinical practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Demonstrates knowledge of methods to evaluate interventions, including use of appropriate technological resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CMHC Practicum Assessment (continued)

PROFESSIONAL SKILLS & BEHAVIOR

	Ineffective	Minimally Effective	Somewhat Effective	Effective	Highly Effective	N/O
34. Demonstrates knowledge of ethical standards, forensic issues, policies, laws and regulations relevant to counseling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Practices within ethical and legal standards in clinical mental health counseling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Behaves professionally (e.g., demeanor, dress, language, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Collaborates and engages effectively with team members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Completes paperwork/documentation on time and with appropriate level of detail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Has regular and prompt attendance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Follows through on professional commitments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Appropriately manages clinical case load.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Maintains confidentiality of all personally identifiable information of clients and colleagues (except as required to comply with the law).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Demonstrates respect for clients, coworkers and supervisory staff from diverse backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Acknowledges skill weaknesses and limitations without overreacting or becoming defensive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Seeks supervision and consultation when appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Is aware of personal issues (counter-transference/parallel processes) that might impact counseling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Demonstrates receptiveness to supervision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Accurately evaluates own counseling session performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Incorporates supervision feedback into improving practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Applies knowledge of public mental health policy issues and service systems to counseling practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please assess the trainee's demonstrated skills and behaviors in your setting and provide specific feedback about the student's strengths and areas for growth.

51. Student Strengths:

52. Student Opportunities for Growth:

53. Goals for Next Semester:

CMHC Practicum Assessment (continued)

54. Additional Comments:

55. Please use the sliding scale below to rate the candidate's overall proficiency as a developing counselor at this time in his/her training. The rubric is provided to help you make this evaluation.

Beginning (0-2)	Developing (3-4)	Apprentice (5)
<p>The candidate demonstrates understanding that is related to the clinical relationship/attending assessment, and professional skills of a counselor. The candidate demonstrates understanding of the key counseling competencies and professional behavior. He/she is able to restate and demonstrate the key elements of these areas.</p>	<p>The candidate demonstrates the ability to strictly apply clinical relationship/attending assessment, and professional skills of a counselor. The candidate demonstrates understanding of key counseling competencies and professional behavior when discussing actual counseling situations and working with diverse clients/students.</p>	<p>The candidate demonstrates the well-reasoned and flexible use of clinical relationship/attending, assessment, and professional skills of a counselor. The candidate invariably applies key counseling competencies and professional behavior when engaged in actual counseling situations with diverse clients/students. (S)he is ready to apply <u>professional</u> counseling skills</p>

0
1
2
3
4
5

Overall Rating

Please click [Next](#) to be taken to a summary of your ratings. You will be able to print this to share with your student or for your records.

The Following is a **summary** of your responses.

Please print a copy for your records and a copy to share with the student.

Then click on [Next](#) to Submit your responses to our database. The Assessment will not be complete until you press next at the bottom of the page.

Summary of Requirements for a Licensed Professional Clinical Counselor (LPCC) in California

Please note that these guidelines went into effect for candidates who begin graduate study on or after August 1, 2012. Students are responsible for being informed of the current regulations posted on the California Board of Behavioral Sciences (BBS) website at www.bbs.ca.gov.

Program Requirements: A 60-semester-unit master's or doctoral degree from an accredited or approved institution, which is counseling or psychotherapy in content, includes 6 semester units of supervised practicum or field work study, and contains at least 3 semester units, or four and one half quarter units, of coursework in 10 of the following 13 core content areas. All 13 core areas must be completed before education can be approved.

- (A) Counseling and psychotherapeutic theories and techniques (includes counseling theories, selection of counseling interventions, orientation to wellness and prevention, etc.)
- (B) Human growth and development across the lifespan (includes psychopathology, normal and abnormal behavior, developmental crises)
- (C) Career development theories and techniques
- (D) Group counseling theories and techniques
- (E) Assessment, appraisal and testing
- (F) Multicultural counseling theories and techniques
- (G) Principles of diagnosis, treatment planning and prevention of mental and emotional disorders and dysfunctional behavior
- (H) Research and evaluation
- (I) Professional orientation, ethics and law in counseling, including California law and professional ethics
- (J) Psychopharmacology (includes biological bases of behavior)
- (K) Addictions counseling (includes substance abuse, co-occurring disorders)
- (L) Crisis/Trauma Counseling (includes multidisciplinary responses to crises, emergencies or disasters).
- (M) Advanced counseling and psychotherapeutic theories and techniques

In addition to the course requirements described above, 15 semester units of advanced coursework are required to develop knowledge of specific treatment issues or special populations.

Instruction must include:

- (1) Human sexuality and the study of the physiological, psychological and social cultural variables associated with sexual behavior, gender identity and psychosexual dysfunction,
- (2) Spousal or partner abuse assessment, intervention strategies and same-gender abuse dynamics,
- (3) Child abuse assessment and reporting (seven hours required), and
- (4) Aging and long-term care, including biological, social, cognitive and psychological aspects of aging.

Instruction must include methods of service delivery in recovery-oriented practice environments and integrate an understanding of various cultures and the social and psychological implications of socioeconomic position.

Supervision: A minimum of 3,000 post-degree hours of supervised experience, by an LPCC, LMFT, LCSW, licensed psychologist or licensed physician and surgeon, who is certified in psychiatry by the American Board of Psychiatry and Neurology, over a period of not less than two years, including not less than 1,750 hours of direct counseling with individuals or groups in a clinical mental health counseling setting and 150 hours in a hospital or community mental health setting.

Examination: Passing score on the National Clinical Mental Health Counselor Examination (NCMHCE) and the California Law and Ethics Exam, which are taken at the completion of the required clinical supervision hours.

School Counseling Course Planning Form – Full-Time

FULL TIME

STUDENT COURSE PLANNING FORM Counseling Program – School Counseling Specialization - University of San Diego

NAME: _____

ADVISOR: CAMERON MARTIN ROWELL

YEAR ONE

Semester	Summer	Fall	Intersession	Spring
Course(s)		<input type="checkbox"/> COUN 507 (3) <input type="checkbox"/> COUN 520 (3) <input type="checkbox"/> COUN 564 (3)	<input type="checkbox"/> COUN 505 (3)	<input type="checkbox"/> COUN 508 (3) <input type="checkbox"/> COUN 518 (3) <input type="checkbox"/> COUN 588 (3) *
Program Requirements	<input type="checkbox"/> Orientation	<input type="checkbox"/> CTBA <input type="checkbox"/> 15 hrs of Counseling <input type="checkbox"/> Background Check		<input type="checkbox"/> File Fieldwork Placement Paperwork

*COUN 588 requires a supervised practicum experience of at least 100 clock hours.

YEAR TWO

Semester	Summer	Fall	Intersession	Spring
Course(s)	<input type="checkbox"/> COUN 510 (3) <input type="checkbox"/> COUN 515 (3) <input type="checkbox"/> COUN 526 (3)	<input type="checkbox"/> COUN 509 (3) <input type="checkbox"/> COUN 536 (3) <input type="checkbox"/> COUN 590 (3) **		<input type="checkbox"/> COUN 530 (3) <input type="checkbox"/> COUN 537 (3) <input type="checkbox"/> COUN 590 (3)**
Program Requirements	<input type="checkbox"/> Field Work Readiness <input type="checkbox"/> Total of 25 Counseling Hrs <input type="checkbox"/> Graduation Petition	<input type="checkbox"/> AR Project IRB		<input type="checkbox"/> AR Project Defense

**COUN 590 requires a minimum total of 600 hours of a supervised internship for the fieldwork experience.

International Requirement Completed

___ Global Study Course
 Location: _____ Course: _____

___ Alternative Experience
 Experience: _____ Points: _____
 Experience: _____ Points: _____
 Experience: _____ Points: _____

PPS Credential Requirement

Ed. Psych Pre-requisite completed

___ Undergraduate course
 School: _____
 Course: _____

- *If transferring a course from undergraduate program, please fill out the transfer credit form for the Credential Analysts, Andrea Estrada and submit to advisor for submission.*

___ Post-undergraduate course
 School: _____
 Course: _____

- *If transferring a course post-undergraduate degree, please fill out both the USD transfer credit form and the transfer credit form for the Credential Analysts, Andrea Estrada and submit to advisor for submission.*

___ USD EDUC 582

School Counseling Course Planning Form – Part-Time

PART TIME

STUDENT COURSE PLANNING FORM Counseling Program – School Counseling Specialization - University of San Diego

NAME: _____

ADVISOR: CAMERON MARTIN ROWELL

YEAR ONE

Semester	Summer	Fall	Intersession	Spring
Course(s)		<input type="checkbox"/> COUN 507 (3) <input type="checkbox"/> COUN 520 (3)	<input type="checkbox"/> COUN 505 (3)	<input type="checkbox"/> COUN 508 (3) <input type="checkbox"/> COUN 518 (3)
Program Requirements	<input type="checkbox"/> Orientation			

YEAR TWO

Semester	Summer	Fall	Intersession	Spring
Course(s)	<input type="checkbox"/> COUN 515 (3) <input type="checkbox"/> COUN 526 (3)	<input type="checkbox"/> COUN 536 (3) <input type="checkbox"/> COUN 564 (3)		<input type="checkbox"/> COUN 530 (3) <input type="checkbox"/> COUN 588 (3)*
Program Requirements		<input type="checkbox"/> CBA <input type="checkbox"/> 15 hrs of Counseling <input type="checkbox"/> Background Check		

*COUN 588 requires a supervised practicum experience of at least 100 clock hours.

YEAR THREE

Semester	Summer	Fall	Intersession	Spring
Course(s)	<input type="checkbox"/> COUN 510 (3)	<input type="checkbox"/> COUN 509 (3) <input type="checkbox"/> COUN 590 (3)**		<input type="checkbox"/> COUN 537 (3) <input type="checkbox"/> COUN 590 (3)**
Program Requirements	<input type="checkbox"/> Field Work Readiness <input type="checkbox"/> Total of 25 Counseling Hrs <input type="checkbox"/> Graduation Petition	<input type="checkbox"/> AR Project IRB		<input type="checkbox"/> AR Project Defense

***COUN 590 requires a minimum total of 600 hours of a supervised internship for the fieldwork experience.

International Requirement Completed

___ Global Study Course
Location: _____ Course: _____

___ Alternative Experience

Experience: _____ Points: _____

Experience: _____ Points: _____

Experience: _____ Points: _____

PPS Credential Requirement

Ed. Psych Pre-requisite completed

___ Undergraduate course
School: _____
Course: _____

- If transferring a course from undergraduate program, please fill out the transfer credit form for the Credential Analysts, Andrea Estrada and submit to advisor for submission.*

___ Post-undergraduate course
School: _____
Course: _____

- If transferring a course post-undergraduate degree, please fill out both the USD transfer credit form and the transfer credit form for the Credential Analysts, Andrea Estrada and submit to advisor for submission.*

___ USD EDUC 582

School Counseling Course Planning Form -PPS/LPCC

LPCC

STUDENT COURSE PLANNING FORM Counseling Program – School Counseling Specialization - University of San Diego

NAME: _____

ADVISOR: CAMERON MARTIN ROWELL

YEAR ONE

Semester	Summer	Fall	Intersession	Spring
Course(s)		<input type="checkbox"/> COUN 507 (3) <input type="checkbox"/> COUN 520 (3) <input type="checkbox"/> COUN 564 (3)	<input type="checkbox"/> COUN 505 (3)	<input type="checkbox"/> COUN 508 (3) <input type="checkbox"/> COUN 518 (3) <input type="checkbox"/> COUN 588 (3)*
Program Requirements	<input type="checkbox"/> Orientation	<input type="checkbox"/> CIBA <input type="checkbox"/> 15 hrs of Counseling <input type="checkbox"/> Background Check		<input type="checkbox"/> File Fieldwork Placement Paperwork <input type="checkbox"/> Field Work Readiness <input type="checkbox"/> Total of 75 Counseling Hrs

*COUN 588 requires a supervised practicum experience of at least 100 clock hours..

YEAR TWO

Semester	Summer	Fall	Intersession	Spring
Course(s)	<input type="checkbox"/> COUN 510 (3) <input type="checkbox"/> COUN 515 (3) <input type="checkbox"/> COUN 526 (3)	<input type="checkbox"/> COUN 509 (3) <input type="checkbox"/> COUN 536 (3) <input type="checkbox"/> COUN 590 (3)**		<input type="checkbox"/> COUN 530 (3) <input type="checkbox"/> COUN 537 (3) <input type="checkbox"/> COUN 590 (3) **
Program Requirements		<input type="checkbox"/> Research Project <input type="checkbox"/> IRB Proposal		<input type="checkbox"/> Research Project Dissemination <input type="checkbox"/> Transfer Concentration 65- units

**COUN 590 requires a minimum total of 600 hours of a supervised internship for the fieldwork experience.

YEAR THREE

Semester	Summer	Fall	Intersession	Spring
Course(s)		<input type="checkbox"/> COUN 541 (3) <input type="checkbox"/> COUN 542 (3) <input type="checkbox"/> COUN 544 (3)		<input type="checkbox"/> COUN 549 (3) <input type="checkbox"/> COUN 550 (3)
Program Requirements		<input type="checkbox"/> Graduation Petition		<input type="checkbox"/> Comprehensive Exam

International Requirement Completed

___ Global Study Course
 Location: _____ Course: _____

___ Alternative Experience

Experience: _____ Points: _____

Experience: _____ Points: _____

Experience: _____ Points: _____

PPS Credential Requirement

Ed. Psych Pre-requisite completed

___ Undergraduate course
 School: _____
 Course: _____

- *If transferring a course from undergraduate program, please fill out the transfer credit form for the Credential Analysis, Andrea Estrada and submit to advisor for submission.*

___ Post-undergraduate course
 School: _____
 Course: _____

- *If transferring a course post-undergraduate degree, please fill out both the USD transfer credit form and the transfer credit form for the Credential Analysis, Andrea Estrada and submit to advisor for submission.*

___ USD EDUC 582

School Counseling Specialization CIBA Practicum Readiness Certification Form

NAME: _____

CIBA ADVISOR MEETING DATE: _____

ADVISOR: MARTIN CAMERON ROWELL

Requirements 1 – 5 Must be fulfilled prior to your advisor interview.

1	Prerequisite Courses: *Must be taken before enrolling in Practicum		
Course	Semester Taken	Grade	Centerpiece Assessment
COUN 564 Counseling Skills			Clinical Self Assessment Form Self-Assessment: Personal and Professional Development Paper N/A
COUN 507 Professional Orientation, Law & Ethics in School Counseling			
COUN 520 Theory and Practice			
2	Verification of Personal Counseling Hours		
15 of 25 required hours must be completed prior to Practicum • Remaining hours are to be completed prior to Fieldwork Placement The Personal Counseling Hours Verification Form is completed			
3	Evidence of Liability Insurance		
A copy of your Liability Insurance Certificate is attached. • Policy Coverage must begin prior to the first day of Practicum			
4	Self-Assessment Essay		COUN 507 Paper
Self-Assessment Paper is attached to this document or email.			
5	Fingerprint Clearance Documentation		
Have you received notification from CTC regarding your Certificate of Clearance? YES NO The Director of Field Experiences will verify your clearance prior to assigning a site placement			

Practicum Placement

Site: _____

Elementar

Middl

Hig

Name of On-Site Supervisor: _____

For Advisor to Complete:

Reviewed Student's Pre-Practicum Self-Assessment on Qualtrics.(Hard copy in student file)

Reviewed Instructor's Pre-Practicum Assessment on Qualtrics.(Hard copy in student file)

Reviewed prerequisite courses' assessments.

Practicum Readiness:

Approved for Practicum

Not Approved for Practicum – Plan to obtain approval has been made and attached.

Acknowledgements:

Student Acknowledgement

Date

Faculty Advisor Acknowledgement

Date

Director of Field Experiences Acknowledgement

Date

Counseling Program Director Acknowledgement

Date

VERIFICATION OF REQUIRED PERSONAL COUNSELING HOURS

To promote a deeper understanding of the counseling process and the roles of counselor and client, students are required to complete a minimum of 25 hours of interpersonal, career, family, or pastoral counseling in individual or group settings before applying for practicum. Counseling services that were received up to two years prior to entering graduate study may be used to meet this requirement.

A variety of counseling services are offered on campus and in the San Diego community. Your advisor and course instructors will often have information about specific opportunities during a particular semester. Information is also posted on the Counseling Center bulletin board outside of Serra Hall 316. Please contact the following campus departments for more information or to schedule an appointment.

USD Counseling Center, Serra Hall 300	260-4655
USD Career Services, Hughes Center, 110	260-
USD Graduate Campus Ministry, Sr. Irene Cullen, Maher Hall 203	260-
USD Human Resources	2265

Community Resources

Catholic Charities	231-2828
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Jewish Family Services	291-
Family Services Association of San Diego County	858-
United Way INFO LINE	230-0997

Please turn in the following Certification of Completed Counseling Services to your advisor at your CIBA meeting.

CERTIFICATION OF COMPLETED COUNSELING SERVICES

Name:

Counseling Program Specialization: _____

Date of Program Entry: _____

I certify that I have completed the Counseling program requirement for participating in at least 25 hours of counseling services.

Name _____

Date _____

Fieldwork Readiness Form
University of San Diego School
Counseling

Before scheduling your Fieldwork Readiness appointment, please obtain an unofficial transcript and academic record (DARS) from the Registrar's office, the One-Stop Center, or through your mysandiego account. You need to bring both forms to complete your Graduation Petition Form with your advisor.

Student Name: _____

Practicum Site: _____
 Elem Middle/Jr. High High

Fieldwork Placement

Site: _____
 Elem Middle/Jr. High High

Name of On-Site Supervisor: _____ Any
special notes on field placement that need to be noted (e.g. additional site, accommodations, etc.):

Director of Field Experiences Approval: _____
You must have Peggy Hetherington's signature in order to receive final approval from your advisor.

Personal Development

1. Please describe what you will bring to your fieldwork site. (e.g., personal and interpersonal strengths, professional knowledge, and skills.)
2. Please describe the evidence of your effectiveness in working with clients.
3. Describe your sense of yourself as a reflective practitioner.

Goal Setting for Fieldwork

1. What are your professional goals for your field experience?

2. What areas of your counseling skill are you going to work on improving during your field experience?

3. What is your plan for improving these skills?

For Advisors to Complete:

- Reviewed Student's Practicum Self-Assessment (forms are electronic on Qualtrics)
- Reviewed Instructor's Practicum Assessment (forms are electronic on Qualtrics)
- Verify that student has completed 25 hours of Personal Counseling
- Complete Graduation Petition
- Verify that student has completed or is scheduled to complete EDUC 582
- Verify that student has completed or is schedule to complete an International Experience

Advisor's Remarks/Notes:

Fieldwork Readiness Approval

- Approved for Fieldwork.
- Not Approved for Fieldwork – Plan to obtain approval has been made and attached.

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

School Counseling Role of Interns, Supervisors, and Director of Field Experiences

USD Counseling Interns

- Review the policies, standards and practice of the fieldwork/internship site and comply with the regulations in a professional manner.
- Become personally and professionally involved in becoming a professional counselor and develop a professional attitude toward counseling advocacy.
- Demonstrate evidence of professional enthusiasm, personal maturity and actions that integrate theory and practice.
- Increase skills in developing effective human relationships with your clients/students, colleagues and with the public.
- Be flexible, be a team player, take initiative and be willing to extend your comfort zone.
- Show an understanding, appreciation and sensitivity toward the cultural heritage, community values and individual differences of diverse clients.
- Become acquainted with your clients, review their records and when appropriate develop an ethical sense of keeping information confidential.
- Develop a plan to complete the student learning outcomes and competencies outlined by the Counseling Program.
- Meet regularly with your onsite supervisor and university supervisor to review your progress toward these goals.
- Abide by the ACA Ethical Standards and ensure the client's confidentiality and legal rights are protected.
- Be open-minded toward constructive feedback, be interested in improving through the acceptance of suggestions, and honestly strive to incorporate these ideas.
- Keep accurate daily logs, supervision logs and end of semester matrix of completed hours.
- Evaluate your own personal goals and commitment to the ethics of the counseling profession.

On-Site Supervisor

- Accept the counseling intern as a professional and make him/her feel at home in the fieldwork/internship site environment.
- Introduce the intern to the philosophy, policies, administration and other professionals at the facility.
- Provide opportunities for the intern to engage in a broad and diverse range of activities.
- Oversee the intern by providing a minimum of one hour a week of direct face-to-face supervision.
- Provide ongoing feedback to the counseling intern and review all paperwork required by USD. A final assessment form will be provided.

- Keep site administrator and university supervisor informed of the progress of the counseling intern.
- Abide by the ACA Ethical Standards and ensure the client's confidentiality and legal rights are protected.

University Supervisor

- Meet interns at their fieldwork sites a minimum of 3 times during the fieldwork year.
- Be available to answer questions, discuss issues and offer support.
- Keep communication open between the onsite supervisors and the university staff.
- Document visitations with feedback that includes plans for the semester, observations, suggestions and reflections from the visit.
- Review the ACA Ethical Standards during onsite visitations.

Director of Field Experiences

- Responsible for the coordination of fieldwork experiences in the School Counseling Program
- Meet individually, when needed, with site supervisors, students and university supervisors to:
 - Answer specific questions regarding placements
 - Suggest methods for meeting clinical instruction requirements at sites
 - Address concerns with student progress and suggest methods for improvement
- Arrange for an annual training meeting with onsite and university supervisors.
- Assist candidates in arranging appropriate fieldwork/internship sites.
- Review required paperwork verifying acceptance of the fieldwork/internship site.
- Communicate regularly with candidates and onsite supervisors to review progress during fieldwork/internship.
- If needed, facilitate discussions between student interns and onsite supervisors if conflicts arise.
- Reports to advisors and to the Director of the Counseling Program regarding issues and concerns related to candidate placements in fieldwork.
- In conjunction with the Director of the Counseling Program, coordinate professional development activities for university and site supervisors.
- As needed, participates in Student Assistance Plans drafted to assist students who experience difficulties in meeting clinical instruction and fieldwork objectives.

School Counseling Introductory Letter

TO: Cooperating On-site Counselor/Supervisor in the University of San Diego Pupil Personnel Credential Program

FROM: University of San Diego School Counseling Program Faculty

RE: Introductory Letter: Fieldwork Requirements, Student Competencies, and On-site Counselor Responsibilities

Intern's Name:

The graduate student bearing this letter is a candidate for the University of San Diego's Pupil Personnel Services Credential with Specialization in School Counseling.

The candidate will complete practicum/fieldwork in at least two levels, such as elementary and middle school, or middle school and high school.

The PPS Credential requires a minimum of 600 hours of fieldwork. The minimum number of hours that can be done at a site is 200 hours. Depending upon the candidate's background (teaching or non-teaching experience), and other related factors, the candidate will make individual arrangements at each site regarding the number of hours to be completed and the scheduling of working days. The university supervisor will be informed of the schedule so onsite visits can be arranged. When the university supervisor and the on-site supervisor at the fieldwork site agree the candidate has satisfactorily completed the fieldwork requirements, then the fieldwork is completed.

The student must meet cross-cultural requirements of 100 hours with pupils of cultural backgrounds different from their own. The intern must counsel a minimum of 15 pupils from culturally diverse backgrounds over the course of their entire internship experience. Also the intern must complete 25 or more hours of group guidance and counseling activities. We enlist your cooperation in meeting these requirements.

Fieldwork courses require that a minimum of 300 onsite hours be completed each semester or summer session. Incompletes are strongly discouraged. The candidate will explain to you the keeping of a daily record. Final evaluation forms submitted electronically are completed by the On-site Supervisor, are discussed with the candidate, and forwarded to the Director of Field Experiences.

The university supervisor will typically make three visits; one as the placement begins, one at midterm, and one to discuss the final evaluation. Summer session placements usually result in two visits by the university supervisor. In addition, we confer with On-site supervisors as needed by telephone or e-mail. Interns are required to tape at least one session with students per semester. If taping equipment is not available at the site, students will check out equipment from USD. Informed consent letters to receive permission to tape a student will be provided by USD and are required.

Below are the requirements that apply to the candidate's On-site Supervisor:

1. Should the candidate not seem appropriate to your setting, notification must be given to the candidate and University supervisor within two weeks of the initial placement.
2. The candidate should be thoroughly oriented to the site and informed about his/her roles and responsibilities as an intern.
3. The candidate is to experience many aspects of a comprehensive counseling and guidance program.
4. The candidate should be given weekly supervision and regular feedback by the On-site Supervisor and the University Supervisor.
5. Each week the candidate's daily record is signed, reviewed, and discussed.
6. The candidate will complete an Action Research project in collaboration with his or her on-site supervisor or with a designated counselor or counselors at the site.
7. The candidate should be informed of any unique situations or special events which might enrich his/her counseling experience such as meetings, conferences, school activities, and special problems.
8. Each candidate should have a reasonable number of individual counselees and students from diverse cultural backgrounds for whom he/she is fully responsible.

Thank you for your time and cooperation in considering this candidate.

School Counseling Fieldwork Agreement

Counselor Candidate Information

Name	
Street Address	
City ST ZIP Code	
Home Phone	
Work Phone	
E-Mail Address	

Fieldwork Placement Information

Semester(s) and Year(s)	
School Site	
School Address	
District	
Interview Date	
Interviewer	
On-Site Counselor's Name	
Site Phone	
Preferred hours to phone	

Candidate Fieldwork Schedule

Day:	Hours:
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

State below any information or special circumstances the University Supervisor should be aware of regarding your assignment.

--

On-site Supervisor Agreement

I will serve as the On-site Counselor for _____
during the 20__ - 20__ school year. I am able to provide weekly supervisory meetings for the above-named student.

Agreement and Signature

By submitting this agreement, I affirm that the facts set forth in it are true and complete.

Student Signature		Date	
-------------------	--	------	--

On-Site Supervisor's Signature		Date	
--------------------------------	--	------	--

School Counseling Fieldwork Daily Log

University of San Diego School Counseling Program COUN 590 Daily Log

Weekly Service Record for: _____

Week of _____ thru _____ Record # _____

Direct Service	Mon	Tues	Wed	Thurs	Fri	
Academic Advising						
Advocacy						
Assessment or Testing						
Consultation						
Career Planning						
Conflict Mediation						
Group Counseling						
Individual Counseling						
Large Group Presentation/Classroom Guidance						
Technology-based Counseling						
Total Direct Services						Total

Indirect Services	Mon	Tues	Wed	Thurs	Fri	
Case Management						
Observation & Informal Assessment						
Planning/ Program Development						
Professional Development						
Supervision						
Other						
Total Indirect Services						Total

Total Weekly Hours:

Total Service Hours to Date:

Direct Hours: **Indirect Hours:** **Total Service Hours:**

Service Hours Working with Racially/Ethnically Diverse Clients (different from intern) to Date:

This Week: **Total Service Hours:**

Group Counseling Hours to Date:

This Week: **Total Service Hours:**

Supervision Hours to Date:

Individual: **Group:** **Total Hours:**

Student Signature: _____ **Date:** _____

Site-Supervisor Signature: _____ **Date:** _____

School Counseling Fieldwork Semester Summary

Semester: _____

Student Name _____

Fieldwork Location _____

Total Number of Direct Hours for the Semester: _____

Total Number of Indirect Hours for the Semester: _____

Total Number of Direct and Indirect Hours for the Semester: _____

Total Number of Hours working with Diverse Students (Race/ethnicity different from intern) _____

Total Number of Group Hours _____

Required Signatures

Student _____ Date _____

Onsite Supervisor _____ Seminar Instructor _____

Consent To Be Observed or Tape Recorded

I, _____, give _____,
(Client or Client's Parent or Guardian) (Student Counselor/Intern)
a student in the Graduate Program in Counseling at the University of San Diego permission to audio/video tape our counseling sessions, and/or have visual records and observations of me. The contents of the tapes may be reviewed with a supervisor, counseling faculty, supervision group and are considered confidential, and will be destroyed after supervisory viewing.

I am in agreement that the primary use for these recordings and observations is to increase the effectiveness of the student's counseling by provision of instruction and feedback. I understand that my name shall not be used in connection with these recordings cannot and will not be used for any purpose other than those specified above. Recording and/or utilization of materials under the terms of this signed consent shall not be subject to legal action.

I understand that my counselor is a graduate student in counseling, is not yet licensed and is under the supervision of a qualified supervisor at the school site.

The term "client" as used herein refers to any person receiving services including students, parents, teachers, or patients. Clients have the right to confidentiality. Information revealed will remain within the professional setting. There are, however, legal exceptions to this right; information must be divulged: (a) when ordered by the court, or (b) when the counselor and his or her supervisor determine that an individual may present a threat to self to others. California law requires the report of any known or suspected instance of child or adult abuse or neglect. It is understood that all information disclosed within these sessions will otherwise be kept confidential and will not be released to anyone outside of the agency without written permission, except where disclosure is required by law.

Client Signature

Counselor/Intern Signature

Signature of Parent or Guardian if Client is a Minor

Date

NOTE: A signed and dated permission form MUST be obtained for each client on and off site, prior to any taping (audio or video).

Consentimiento Para Ser Observado O Filmado

Yo, _____, otorgo a _____,
(Cliente o Padre o Tutor del Cliente) (Orientador de/al Alumno/a)

Alumno/a en el Programa de Orientación para Graduados en la Universidad de San Diego, autorización para que las sesiones de orientación se filmen con audio/video y /o que haya registros visuales y observaciones más. El contenido de las grabaciones pueden ser revisadas con un supervisor, profesorado de orientación, grupo de supervisión y se considerarán de carácter confidencial y una vez que se revise por el supervisor serán destruidas.

Estoy de acuerdo de que el uso primordial de estas grabaciones y observaciones es para aumentar la efectividad de la orientación al/a alumno/a, al darse la instrucción y retroalimentación. Estoy enterado/a que mi nombre no se utilizará, no podrá y será usado en conexión con estas grabaciones y para cualquier otro propósito que no sea el especificado arriba. La grabación y/o utilización de materiales bajo estos términos del consentimiento firmados no estarán sujetos de ninguna acción legal.

Estoy enterado que mi orientador es alumno graduado en orientación y que aun carece de certificación y está bajo la supervisión de un supervisor calificado en el plantel.

El término “cliente” usado con anterioridad se refiere a cualquier persona que reciba los servicios incluyendo alumnos, padres, maestros o pacientes. Los clientes tienen el derecho de confidencialidad. La información obtenida permanecerá dentro del entorno profesional. Hay, sin embargo, algunas excepciones de carácter legal a este derecho; la información debe divulgarse: (a) cuando lo ordene el tribunal, o (b) cuando el orientador y su supervisor/a determinen que un individuo puede representar una amenaza para el/ella o para otros. La Ley de California requiere el informe de cualquier instancia conocida y sospechada de abuso o negligencia de un niño/a o adulto. Se entiende que toda la información revelada en el ámbito de estas sesiones se mantendrá en forma confidencial y no se entregará a nadie fuera de esta agencia sin el consentimiento escrito, excepto donde la revelación se requiera por ley.

Firma del Cliente Alumno/a

Firma del Orientador

Firma del Padre o Tutor si el Cliente es Menor de Edad

Fecha

NOTA: La forma de permiso firmada y fechada DEBE ser obtenida de cada cliente dentro y fuera del plantel, antes de cualquier grabación (audio o video).

Consent To Be Observed or Tape Recorded #2

Dear Parent or Guardian of:

Your student has the opportunity to participate in an exciting opportunity this year! The University of San Diego School Counseling program has partnered with your student's school to provide ongoing services to students. Graduate students from the counseling program will be working with a number of students during the year. Some of the activities your student may participate in are team building, developing peer problem solving skills, individual counseling, group counseling and leadership training. Participation in these activities requires your permission in writing, so if your student may participate in this program please sign below and have your student return this permission form as soon as possible!!

Parts of this program may be videotaped for educational purposes. The tapes would be reviewed only with the USD student's direct supervisors and all tapes will be erased by June 2014.

_____ Please Initial here if you do not give permission for your child to be taped.

Parent Signature

Date

Thank you very much for allowing us to serve you and your student.

Together we build a strong community!

Consentimiento Para Ser Observado O Filmado #2

Estimado Padre de Familia de:

Su niño(a) tiene la oportunidad de participar en una gran oportunidad. El Programa de Consejería de la Universidad de San Diego se ha asociado con la Escuela Bancroft para proveer servicios a los estudiantes. Algunas de las actividades en las que su niño(a) podría participar son técnicas para trabajar en equipo, desarrollo de habilidades para resolver problemas con otros compañeros, consejería individual o en grupo y entrenamiento para liderazgo. ¡La participación de su niño(a) en estas actividades requiere el permiso de usted por escrito, por lo tanto si su hijo(a) puede participar en este programa por favor firme el permiso de abajo y regrese esta forma con su niño(a) a la escuela lo más pronto posible!

Algunas de las partes de este programa pueden ser grabadas por video para propósitos educativos. Por favor escriba su inicial aquí si usted no le da permiso a su niño(a) para que sea grabado(a). Todas las grabaciones serán borradas a más tardar para el 30 de Julio del 2014.

Firma de Padre de Familia

Fecha

Gracias por permitirnos servirle a usted y a su
niño(a).
¡Juntos construimos una comunidad fuerte!

COUN 590F School Counseling Fieldwork Assessment
Please note that this form will be sent to you electronically.



Default Question Block

COUN 590F School Counseling Fieldwork Assessment

OVERVIEW:

This assessment consists of several sections, each addressing an aspect of the developing counseling professional. All professions charge their members with the responsibility of monitoring potential members of the profession. This monitoring involves not only evaluation of potential new members' cognitive academic abilities, but also their clinical skills and personal and professional behaviors.

Important Notes:

It is anticipated that most trainees acquire skills in several areas as they progress through the program. Think of your ratings as developmental. Please be sure to give the trainee very specific feedback about those areas in need of strengthening. In completing all sections of this assessment, please assess the trainee's demonstrated skills and behaviors in your setting.

A rating at the highest level indicates the student has demonstrated a competency level for that skill that is equal to that of an effectively functioning professional counselor.

If you have any questions or need clarification about the evaluation process, please contact Peggy Hetherington, Director of Field Experiences, at 619 260 8804 or peggyh@sandiego.edu.

THANK YOU FOR YOUR HONEST REFLECTION.

Student Name: \${e://Field/StudentFirstName} \${e://Field/StudentLastName}
Semester and Year: \${e://Field/Semester}
Evaluator: \${m://FirstName} \${m://LastName}
Evaluation Type: \${e://Field/EvaluationType}
Date: 4/8/2016

Please indicate the level of progress toward USD's Counseling Program Learning Outcomes within the Fieldwork Experience

	Ineffective	Minimally Effective	Somewhat Effective	Effective	Highly Effective	Not Observed
1. Counseling graduates will have developed a strong professional identity as counselors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Counseling graduates will be competent in working and establishing helping relationships with diverse clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Counseling graduates will demonstrate understanding of the research in the field and employ evidence-based practice in counseling interventions, assessment, and program evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Counseling graduates will use theories and models to guide their professional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Counseling graduates practice will understand the relevant laws and standards of professional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Counseling graduates will demonstrate an understanding of leadership principles and how they apply to counseling practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Counseling graduates will demonstrate advocacy for clients and for the profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Counseling graduates will incorporate the use of technology into their practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Counseling graduates will experience and understand counseling practices worldwide.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the level of proficiency in counseling micro-skills.

	Ineffective	Minimally Effective	Somewhat Effective	Effective	Highly Effective	Not Observed
1. Tuning in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Active Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Responding with Empathy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Checking for Understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Probing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Summarizing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Negotiating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Creating Plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Practicum Assessment Questions

	Ineffective	Minimally Effective	Somewhat Effective	Effective	Highly Effective	Not Observed
1. Demonstrates effective interpersonal skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Responds well to constructive feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Effectively collects and interprets student data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Monitors student progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Establishes change-oriented relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Plans small groups with appropriate content and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Ineffective	Minimally Effective	Somewhat Effective	Effective	Highly Effective	Not Observed
7. Plans lessons with appropriate content and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Uses effective instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Uses effective small group implementation strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Connects curriculum to state/national student standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Assists students at educational transitions (home to school, elementary to high school, secondary to post-secondary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Assists families at educational transitions (home to school, elementary to high school, secondary to post-secondary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Ineffective	Minimally Effective	Somewhat Effective	Effective	Highly Effective	Not Observed
13. Communicates effectively with staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Communicates effectively with families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Contributes to interdisciplinary teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Applies knowledge of child development and school counseling research in daily practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Applies knowledge of counseling theories in daily practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Appropriately responds to student behavior/conduct with students in her/his caseload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Ineffective	Minimally Effective	Somewhat Effective	Effective	Highly Effective	Not Observed
19. Appropriately responds to general student behavior/conduct issues with students outside of her/his caseload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Understands and supports school's goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Applies knowledge of cultural competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Pursues experiences to enhance cultural competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Advocates for individual students and for systemic change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Acts in accordance with professional ethical standards of the Council for Accreditation of Counselor and Related Educational Programs (CACREP) and American School Counselor Association (ASCA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strengths:

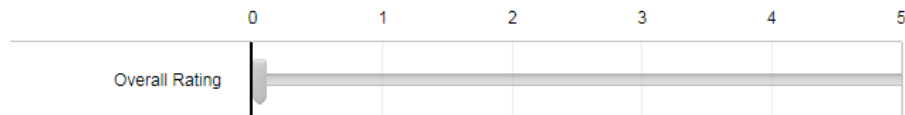
Opportunities for Improvement:

Goals for Next Semester:

Additional Comments:

Please use the sliding scale below to rate the candidate's overall proficiency as a developing counselor at this time in his/her training. The rubric is provided to help you make this evaluation.

Beginning (0-2)	Developing (3-4)	Apprentice (5)
The candidate demonstrates understanding that is related to the clinical relationship/attending assessment, and professional skills of a counselor. The candidate demonstrates understanding of the key counseling competencies and professional behavior. He/she is able to restate and demonstrate the key elements of these areas.	The candidate demonstrates the ability to strictly apply clinical relationship/attending assessment, and professional skills of a counselor. The candidate demonstrates understanding of key counseling competencies and professional behavior when discussing actual counseling situations and working with diverse clients/students.	The candidate demonstrates the well-reasoned and flexible use of clinical relationship/attending, assessment, and professional skills of a counselor. The candidate invariably applies key counseling competencies and professional behavior when engaged in actual counseling situations with diverse clients/students. (S)he is ready to apply <u>professional</u> counseling skills



Signature (to endorse the above responses, please type your name as representative of your signature)

The Following is a summary of your responses.

Please print a copy for your records and a copy to share with the student.

Then click on [Next](#) to Submit your responses to our database. The Assessment will not be complete until you press next at the bottom of the page.

Common Terms, Acronyms and Helpful Hints in the Counseling Program

Action Research (AR)

http://www.sandiego.edu/soles/programs/action_research/index.php

Action research is a form of applied research that seeks solutions to localized problems of practice. According to Reason and Bradbury (2006), action research is not so much a research methodology but is “an orientation toward inquiry . . . that seeks to create a quality of engagement, of curiosity, of question-posing through gathering evidence and testing practices” (p. xxi). Action research is an important approach in our Counseling Program and other programs in SOLES. The SOLES’ Action Research Office (MRH 122B) has resources to assist graduate students engaged in action research projects. Reason, P. & Bradbury, H. (Eds.) (2006). Handbook of Action Research. Los Angeles: Sage.

Board of Behavioral Sciences (BBS)

<http://www.bbs.ca.org>

The BBS in the state of California oversees licensure for Licensed Professional Clinical Counselor (LPCC), Marital and Family Therapists (MFT) and Licensed Clinical Social Workers (LCSW). Go to their website for more information, licensing legislation, regulations and forms.

California Association for Licensed Professional Counselors (CALPCC)

<http://calpcc.org/>

CALPCC is a new membership organization designed to support Licensed Professional Clinical Counselors (LPCCs) in California and to protect the new license. Please visit this site for resources and information about California's new LPCC license.

Californian Commission on Teacher Credentialing (CTC)

<http://www.ctc.ca.gov/>

Chi Sigma Iota International Counseling Honor Society (CSI)

<http://www.csi-net.org>

CSI is the professional honor society for counseling. Students are eligible to join Chi Sigma Iota after completing at least nine units of graduate courses with a minimum 3.5 GPA.

Clinical Instruction Benchmark Assessment (CIBA)

The Clinical Instruction Benchmark Assessment is an in-depth evaluation of readiness for practicum with your advisor. This meeting includes: a) a review of prerequisite coursework, b) instructor and self-evaluations from the Clinical Interviewing/Counseling Skills course, c) student’s reflection of readiness for practicum, and d) an interview with their program advisor. The interview focuses on the knowledge, skills and attitudes or dispositions the student has developed that will increase effectiveness in delivering direct services to clients. Documentation of the student’s completion of personal counseling hours and proof of liability insurance are reviewed. Finally, if the student is approved, the program advisor will sign the CIBA form endorse indicating readiness for placement in practicum and forward the documents to the Director of Fieldwork Experiences.

Clinical Supervision

All students will be supervised during their clinical instruction courses (Practicum and Fieldwork) by a person licensed in their field. For school counseling, the clinical supervisor (onsite supervisor) will be a Pupil Personnel Services (PPS) credential counselor.

Course Program Plan

The Counseling program has developed a recommended cohort based plan for enrolling in your courses and clinical experiences in the counseling program. The program will offer the courses in the semesters indicated on your program plan. At the beginning of the program, the student reviews and agrees to the proposed sequencing plan with their advisor. While changes can be to the plan as the

student encounters changes in work or life situations, it is important to note that taking courses “out of sequence” can affect the timing of graduation because the student likely will have to wait (up to a year) until required courses are offered in the program.

Email

All Counseling Program students are required to have an active USD email account to be used for all program and course correspondence. USD and the Counseling Program communicate with students about protected information such as academic records, class rosters, financial aid, graduation and other administrative decisions only through the student’s USD email and the MySanDiego account. Students must ensure that their USD username and password are working. Students are responsible for checking their USD accounts and the Counseling Program websites to stay abreast of important information. Students are required to use their USD email accounts when communicating with professors. Students can forward their USD email to personal accounts, and instructions for this can be found on the [ToreroMail](#) login page under “Frequently Asked Questions.” Email access is also available via the [MySanDiego](#) Portal.

Faculty

We strongly encourage you to get to know the faculty in the Counseling Program. They are teachers, scholars, clinical supervisors, advisors, and mentors, and each has much to offer in assisting you in your graduate studies and professional career development. Faculty members encourage you to come in and talk with them before any concerns become serious matters. Faculty are required to maintain regular office hours and their hours are posted each semester. In the event their regularly scheduled hours do not work with your schedule, faculty are prepared to meet with you by phone or to try and find an appointment time that works for you. Also note that many advising questions can be addressed by email.

Financial Aid

Be sure to visit the Campus Employment Office and the Financial Aid office to discuss your options (Hughes Center 319). Students are also encouraged to visit the One Stop Center, located in University Center 126 where you can receive assistance with registration, student account and financial aid. See the Executive Assistant for the Counseling Program for an application.

GRADCOUN Listservs

Student will automatically be added to the Counseling Program's Listserv. Faculty, alumni and current students regularly send out valuable information about the Counseling Program, group meetings with faculty, community activities, and internship, employment, and professional development opportunities. Please be careful in replying to the listserv as your response will be sent to the entire GRADCOUN membership. Once you are subscribed, you can send messages to all list members by emailing: gradcoun@lists.sandiego.edu. Again, remember your message goes to everyone on the list!

Intern Registration (Post-graduate)

Graduates of a Master’s Degree program in Counseling who are pursuing the LPCC licensure in the state of CA are required to register with the BBS as an Intern to begin accruing the required 3,000 clinical contact hours.

Licensed Professional Clinical Counselor (LPCC)

(LPCC) is the term used for Professional Counselors in the Licensed Professional Clinical Counselor state of CA. The licensed is administered by the Board of Behavioral Sciences (BBS) as of January

1, 2011.

Mother Rosalie Hill Hall

SOLES resides in Mother Rosalie Hill Hall, a state-of-the art facility that incorporates cutting edge technology in its classrooms. Hill Hall opened in 2007 and sits on a picturesque mesa in the northwest corner of campus. It is the home of Bert's Bistro and all SOLES Departments and Programs. Most of your courses will be offered in Hill Hall.

School of Leadership and Education Sciences (SOLES)

<http://www.sandiego.edu/soles/>

SOLES is one of five professional schools at the University of San Diego. SOLES is the second oldest academic unit at USD. Within the past 50 years, the SOLES faculty has transformed a small department into a solid academic division with nationally and internationally recognized Departments and Programs in School, Family and Mental Health Professions, Leadership and Learning and Teaching.

SOLES Counseling Program

<http://www.sandiego.edu/soles/programs/counseling/>

The SOLES Counseling Program is committed to providing a challenging, supportive and collaborative learning environment for students in specializations of Clinical Mental Health Counseling and School Counseling. 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 to the School Counseling Program. The Clinical Mental Health Specialization is applying for accreditation in the 2013 academic year.