



## **Department of Counseling Psychology**

### **Student Handbook**

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**Chair:** Dave Feldman, Ph.D.

**Sr. Administrative Assistant:** Jennifer Montalvo

408-551-1603

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## **I. Mission Statement**

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From our foundation in 1964, the Department of Counseling Psychology has sought to balance theory and practice that informs and educates future clinicians and leaders. Our curriculum is based on solid theoretical traditions balanced by cutting-edge theory, research, and skills development. Our proven history of shaping excellent mental health professionals – as a direct result of our innovative curriculum, degrees, tracks, and emphases, taught by a dedicated and professional faculty – has earned our Department a prominent place in Northern California as the pre-eminent master level institution for the formation for licensed therapists. The architecture of our curriculum is built upon Core and Required courses with an extraordinary array of advanced elective courses.

The faculty represents a breadth of theoretical orientations and clinical experience. Our focus in classes is on depth of theoretical understanding, on the concordance between a wide range of viewpoints, and on the very pragmatic, evidence-based clinical skill development essential for practitioners. We are dedicated to interpersonal, intrapsychic and systemic methods with a broad sensitivity to individual and cultural differences (gender, SES, religious/spiritual, ethnic, and sexual orientation).

In our programs, it is our mission to help students master theoretical knowledge and counseling/clinical skills related to performing therapy in individual, group, couples, child, and family sessions. Students may choose to focus their elective classes in advanced courses in one of three emphases: Health Psychology, Latino Counseling, or Correctional Psychology. Alternatively, they may pursue a variety of elective options in order to cultivate particular theoretical/applied areas in greater depth: psychodynamic, cognitive-behavioral, process-experiential, existential, motivational interviewing, group, child and youth, mindfulness training, spirituality, hypnotherapy etc.

Our curriculum is scheduled on the quarter system, with courses offered in the Fall, Winter, and Spring, with two summer sessions.

Degree Programs:

- 52.5-Unit Master of Arts in Counseling
- 90-Unit Master of Arts in Counseling Psychology (this program is fully compliant with California State requirements for MFT or LPCC licensure). As of September 2012, all such programs in California are mandated as 90 quarter units (or 60 semester units).

## **II. About the Student Handbook**

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The Student Handbook, published annually, is a valuable resource for students in the Department of Counseling Psychology. The Handbook includes information regarding

degree programs, course requirements and descriptions, tracks, emphases, licensing, academic etiquette and requirements, and more. Students are encouraged to familiarize themselves with the contents of the Handbook, as it outlines the policies and procedures of the Department as well as important information for successful completion of the program.

Several additional resources, listed below, address frequently asked questions and concerns that arise for students as they progress through the CPSY program:

**SCU Counseling Psychology Website**

<http://www.scu.edu/ecp/programs/counselingpsychology/index.cfm>

**Counseling Psychology Update (CPU)**

This is the newsletter for CPSY students. Published monthly, it contains up-to-date information about registration, department events, notes from faculty and staff, and other news. The CPU is sent out to students by e-mail on students' SCU E-mail account.

For further information on clinical experience and licensing, visit:

**Board of Behavioral Sciences Website**

[www.bbs.ca.gov](http://www.bbs.ca.gov)

**California Association of Marriage and Family Therapists Website**

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

**California Association of Licensed Professional Clinical Counselors Website**

<http://calpcc.org/>

### **III. Degree Programs**

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**Master of Arts in Counseling (52.5 Units)**

The Master of Arts in Counseling primarily serves two groups of students: Those who are already in a position in a field that rewards advanced training, and those who are using the Master of Arts as a stepping-stone for doctoral studies.

The former group of students opt for this degree to work in educational settings, career centers, community agencies, hospitals, religious settings, and in industry.

For the latter group, the 52.5-unit Master of Arts in Counseling Program can serve as a post-baccalaureate, pre-doctoral training program. This is especially useful for students who were not undergraduate psychology majors, completed a baccalaureate degree many years ago, or want additional background and training in the field. Usually, these students combine their classwork with research opportunities during the Master's Program.

In recent years, we have placed the vast majority of the students who applied for doctoral work in doctoral programs.

The 52.5-unit Master of Arts degree in Counseling **does not** meet the requirements to sit for a license in Marriage and Family Therapy (MFT) or Licensed Professional Clinical Counselor (LPCC), in any state.

*In accordance with California State regulations, students who complete and receive the 52.5-unit master's degree cannot, post-graduation, transfer or apply those credits toward the completion of an MFT or LPCC license program.*

The 52.5-unit program may include one of the department's three emphasis programs.

### **Master of Arts in Counseling Psychology (90 Units)**

The Master of Arts in Counseling Psychology provides an intensive 90-unit Master of Arts program for student and has four tracks; each may also include an Emphasis:

- MFT
- LPCC
- MFT/LPCC Combination
- Self-Designed (no license)

#### **MFT**

The *MFT Track* is based on California State regulations, guidelines suggested by the American Association for Marriage and Family Therapy, the California Association of Marriage and Family Therapists, and curriculum approval by the California Board of Behavioral Sciences. Those choosing this track are qualified to sit for a MFT license exam after completing course work, practicum, and clinical hours in the State of California.

- **Portability:** Historically, those who have completed the MFT program (and MFT California License) have been able to sit for licensure in many other states. Some states have reciprocity with California; others have required one or more courses for license eligibility – all require knowledge of that state's laws and ethics. Students, who wish to take the license in any state other than California are strongly advised to consult with the home (or intended) state governing board to understand local regulations, restrictions, and requirements.

#### **LPCC**

The *LPCC Track* is based on California State regulations, guidelines from the California Coalition for Counselor Licensure, and curriculum approval by the California Board of Behavioral Science. Those choosing this track are qualified to sit for a LPCC license exam after completing course work, practicum, and clinical hours. The LPCC is a more "portable" \*\* degree, meaning that coursework and clinical training in California will allow a student to sit for licensure in any other State, based on any residency requirements of that State. LPCC licensing requirements include a national, rather than state-centric exam.

The LPCC program is primarily focused on individual adult clients. Students pursuing this program who wish to work with couples, families and children, will need to take classes in these specialties to work legally and ethically with these populations.

**\*\*Portable** means the *requirements* for a license, or its equivalent, are the same from state-to-state. However, portability does not mean reciprocity. Reciprocity is when one can carry a *license* from State to State. Currently, it is not clear whether California will accept LPCC reciprocity from another State, or whether other States will accept an LPCC license granted in California.

**The LPCC is a new license program in California. Santa Clara University programs for both MFT and LPCC training have been approved by the California Board of Behavioral Sciences.**

An important difference between the MFT and LPCC training requirements in the State of California is the following: As the law currently stands, MFT students can complete a significant number of their required 3000 training hours prior to their Masters Degree. The required 3000 LPCC hours must all be accrued *after graduation* with a Masters Degree. Hours during a post-masters internship can count for both licenses.

The *MFT/LPCC Combined Track* is available for students who wish to apply for both licenses. The combined track program and emphases can be completed within 90-units. Because there are significant disadvantages associated with the Combined Track, in addition, to certain advantages, students who wish to explore the Combined Track option are encouraged to meet with a Faculty Advisor.

The *Self-Designed Track* option is available for individuals who desire more extensive training and experience than the 52.5-unit Master of Arts in Counseling program affords. This track does not lead to licensure.

## IV. Emphasis Programs

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We offer three optional emphasis programs, which function like minors within a counseling psychology major. Emphases are *optional* concentrations. Students not electing an emphasis may choose from a variety of electives to expand their knowledge in various areas.

**Emphasis in Correctional Psychology: Counseling for Adults, Delinquent and At-Risk Youth**

Bob Michels (*Coordinator*)

The correctional area in counseling is one of the fastest growing and provides a significant array of positions for practitioners. The Correctional Emphasis is a professional training program for counselors working with delinquent, at-risk, antisocial, and non-conventional youth and adults in mental health, social services, community, juvenile justice, correctional

institutions, and school programs. The emphasis is available to students in both the 52.5-unit Master of Arts in Counseling and 90-unit Master of Arts in Counseling Psychology.

### **Emphasis in Health Psychology**

Dale G. Larson (*Coordinator*)

The emphasis in Health Psychology offers a concentration in health psychology coursework within each of the counseling degree programs. Health psychology, now a major field within psychology, continues to grow and evolve. Training in the theory and practice of health psychology is a valuable professional asset for all masters-level clinicians. The health emphasis focuses on applications of psychology to issues of well-being, disease, stress, illness and prevention, and concentrates on the development of knowledge and practical skills in the following areas: disease prevention, and the promotion and maintenance of personal health; motivational interviewing and behavior change; counseling for grief and loss; counseling healthy and ill individuals regarding health-related problems and issues; theory and practice of stress management at individual and program levels; and concepts and clinical applications from the emerging field of positive psychology.

The emphasis in Health Psychology is designed for individuals with a combined interest in counseling and health psychology. Graduates of the program work as agency and private practice counselors with special expertise in a variety of mental health issues that are part of everyday clinical practice; health promotion specialists in industry, schools, and hospitals; counselors in employee assistance programs; and counseling and health specialists in other settings. The emphasis is available to students in both Master of Arts program options: Counseling with an Emphasis in Health Psychology (52.5 units) and Counseling Psychology with an Emphasis in Health Psychology (90 units). The 90-unit option provides a greater depth of training in counseling theory and skills.

### **Emphasis in Latino Counseling**

Lucila Ramos-Sánchez (*Coordinator*)

The Latino Counseling Emphasis provides this needed training. Graduates, particularly those who are bilingual are needed in most agencies and private settings. The emphasis in Latino Counseling offers a concentration and focus on counseling the growing Latino population. The program focuses on applications of psychology relevant to issues of culture, ethnicity, acculturation, and assimilation. Implications of counseling within a Latino family system and issues of language are explored. Coursework concentrates on the development of knowledge and practical skills in the following areas: reaching clients from this normally underserved population, developing rapport with clients from these cultures, intervening in culturally sensitive and appropriate ways, and counseling at various times throughout the life cycle. Some of the classes will stress the importance of language and one class is instructed substantially in Spanish. The emphasis is available to students in both Master of Arts program options: Counseling with an Emphasis in Latino Counseling (52.5 units) and

Counseling Psychology with an Emphasis in Latino Counseling (90 units). The 90-unit option provides a greater depth of training in counseling theory and skills. *This emphasis in Latino Counseling is one of only three in the United States.*

**Emphasis in LGBT Counseling**  
Don St. Louis (*Coordinator*)

The LGBT Counseling emphasis will provide training to serve the LGBT population. It will focus on the application of clinical practice relevant to issues of gender, diversity in sexual identity and expression, oppression, discrimination, acculturation, and assimilation. The coursework for the emphasis concentrates on the development of knowledge and skills in the following areas: current theories regarding the etiology of same sex orientation; the evolving language of LGBT; developmental challenges for LGBT persons; homophobia and its many faces; the coming out process; relationships with parents and families of LGBT people; issues of support and socialization; the dynamics of gay relationships; gay marriage; gay families and gay parenting; the impact of AIDS; social, cultural, political and religious considerations and their impact; the many and unique issues affecting the transgender community; available resources; research opportunities.

## V. Course Requirements

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### Core Classes

Required courses for the counseling degree programs are listed below. Elective courses should be taken in addition to required courses to fulfill the total number of quarter units in the student's program. Electives should be selected in consultation with a faculty advisor.

**Nine core courses plus one lab group are required for all counseling degree programs:**

- CPSY 200. Psychology of Interpersonal Communications
- CPSY 212. Psychology of Relationships
- CPSY 216. Psychology of Human Development
- CPSY 218. Foundations of Psychotherapy and Personality
- CPSY 219. Psychology of Group Counseling
- CPSY 221. Lab Group
- CPSY 220. Research Methods
- CPSY 227. Counseling Process and Skills
- CPSY 231. Multicultural Counseling
- CPSY 275. Ethical and Legal Issues in Counseling

*Note: Once students have completed 39 total units in the program, registration may be restricted to core classes until they have been completed.*

**Master's Program in Counseling (52.5 units): No Emphasis**

**Nine Core courses and 1 lab plus:**

CPSY 291 Counseling for Grief, Loss, and Trauma or CPSY 320 Substance Abuse Treatment  
CPSY 318. Clinical Assessment I  
CPSY 331A. Counseling Practicum (two consecutive quarters beginning in the fall)  
Four electives

**Master's Program in Counseling (52.5 units): Correctional Psychology Emphasis**

**Nine Core courses and 1 lab plus:**

CPSY 291 Counseling for Grief, Loss, and Trauma or CPSY 320 Substance Abuse Treatment  
CPSY 318. Clinical Assessment I  
CPSY 331A. Counseling Practicum (two consecutive quarters beginning in the fall)

*Plus* **Correctional emphasis** courses:

CPSY 243. Delinquent, At-Risk, and Nonconventional Youth: Trauma and Effects  
CPSY 244. Correctional Psychology  
CPSY 245. Transitional Treatment and Vocational Planning  
CPSY 246. Applied Behavior Analysis in Correctional Psychology  
No Electives

**Master's Program in Counseling (52.5 units): Health Psychology Emphasis**

**Nine Core courses and 1 lab plus:**

CPSY 291 Counseling for Grief, Loss, and Trauma or CPSY 320 Substance Abuse Treatment  
CPSY 318. Clinical Assessment I  
CPSY 331H. Counseling Practicum: Health Psychology (fall term)

*Plus* **Health Emphasis** courses:

CPSY 380. Positive Psychology and Health

CPSY 381. Health Psychology: Theory and Practice  
CPSY 385. Stress and Stress Management  
1 Elective

### **Master's Program in Counseling (52.5 units): Latino Counseling Emphasis**

#### **Nine Core courses and 1 lab plus:**

CPSY 291 Counseling for Grief, Loss, and Trauma or CPSY 320 Substance Abuse Treatment  
CPSY 318. Clinical Assessment I  
CPSY 331L. Counseling Practicum: Latino (two consecutive quarters beginning in the fall)

#### **And emphasis courses:**

CPSY 360. Latino Psychology  
CPSY 362. Individual Counseling Skills with Latino Clients  
CPSY 364. Interventions with Latino Families and Children  
CPSY 366. (for Spanish speakers) Spanish-Based Interviewing and Assessment  
1 elective (depending upon whether or not 366 is taken).

### **Master's Program in Counseling (52.5 units): LGBT Emphasis**

#### **Nine Core courses and 1 lab plus:**

CPSY 291 Counseling for Grief, Loss and Trauma or CPSY 320 Substance Abuse Treatment  
CPSY 318. Clinical Assessment I  
CPSY 331L. Counseling Practicum: Latino (two consecutive quarters beginning in the fall)

#### **And emphasis courses:**

CPSY 213. Foundations of LGBT Psychology  
CPSY 230. Psychotherapy with Lesbian, Gay, and Bisexual Clients  
CPSY 332. Psychotherapy with Transgender/Gender Nonconforming Clients  
2 elective

**Note: The 78-unit Master's Programs in Counseling Psychology were discontinued (because of California Licensing BBS regulations) as of August 2012. Programs for students still in the 78-unit programs are governed by the Bulletin under which you were admitted. Updated program track sheets are available in the Department office. Students are advised to pay close attention to these program track sheets. 78-unit programs are not detailed in this CPSY Student Handbook. Students already in the 78-unit program will be allowed to sit for state licensing tests if they meet all other requirements**

**As of Sept., 1, 2012, all Counseling Psychology programs are 90-units in accordance with guidelines from the State of California.**

### **Master's Program in Counseling Psychology (90 units-MFT Track): No Emphasis**

#### **Nine Core courses and 1 lab plus:**

- CPSY 211. Human Sexuality
- CPSY 214. Evidence Based Approaches to Psychotherapy
- CPSY 291. Counseling for Grief, Loss, and Trauma
- CPSY 311. Psychology of Marriage Counseling
- CPSY 315. Family Therapy
- CPSY 317. Therapeutic Interventions with Children.
- CPSY 318. Clinical Assessment I
- CPSY 319. Clinical Assessment II
- CPSY 320. Substance Abuse Treatment
- CPSY 323. Psychopharmacology
- CPSY 328. Clinical Assessment: Issues in Child Diagnosis (1.5 units)
- CPSY 333. (three consecutive quarters beginning in the fall) Counseling Practicum: Marriage and Family Therapy : 333 a, b, & c
- Seven electives

### **Master's Program in Counseling Psychology (90 units-MFT Track): Health Emphasis**

#### **Nine Core courses and 1 lab plus:**

- CPSY 211. Human Sexuality
- CPSY 214. Evidence Based Approaches to Psychotherapy
- CPSY 291. Counseling for Grief, Loss, and Trauma
- CPSY 311. Psychology of Marriage Counseling
- CPSY 315. Family Therapy
- CPSY 317. Therapeutic Interventions with Children
- CPSY 318. Clinical Assessment I

CPSY 319. Clinical Assessment II  
CPSY 320. Substance Abuse Treatment  
CPSY 323. Psychopharmacology  
CPSY 328. Clinical Assessment: Issues in Child Diagnosis (1.5 units)  
CPSY 333. (three consecutive quarters beginning in the fall) Counseling  
Practicum: Marriage and Family Therapy: 333 a, b, & c

*Plus* **Health Emphasis classes:**

CPSY 380. Positive Psychology and Health  
CPSY 381. Health Psychology: Theory and Practice  
CPSY 385. Stress and Stress management  
Four electives

**Master's Program in Counseling Psychology (90 units-MFT Track): Correctional Emphasis**

**Nine Core courses and 1 lab plus:**

CPSY 211. Human Sexuality  
CPSY 214. Evidence Based Approaches to Psychotherapy  
CPSY 311. Psychology of Marriage Counseling  
CPSY 315. Family Therapy  
CPSY 317. Therapeutic Interventions with Children  
CPSY 318. Clinical Assessment I  
CPSY 319. Clinical Assessment II  
CPSY 320. Substance Abuse Treatment  
CPSY 323. Psychopharmacology  
CPSY 328. Clinical Assessment in Child Diagnosis (1.5 units)  
CPSY 333. (three consecutive quarters beginning in the fall) Counseling  
Practicum: Marriage and Family Therapy: 333 a, b, & c

*Plus* **Correctional Emphasis classes:**

CPSY 243 Delinquent, At-Risk and Nonconventional Youth: Trauma and Effects  
CPSY 244 Correctional Psychology  
CPSY 245 Transitional Treatment and Vocational Planning  
CPSY 246 Applied Behavior Analysis in Correctional Psychology  
Four Electives

**Master's Program in Counseling Psychology (90 units-MFT Track): Latino Counseling Emphasis**

**Core courses plus:**

CPSY 211. Human Sexuality  
CPSY 214. Evidence Based Approaches to Psychotherapy  
CPSY 291. Counseling for Grief, Loss, and Trauma  
CPSY 311. Psychology of Marriage Counseling  
CPSY 315. Family Therapy  
CPSY 317. Therapeutic Interventions with Children  
CPSY 318. Clinical Assessment I  
CPSY 319. Clinical Assessment II  
CPSY 320. Substance Abuse Treatment  
CPSY 323. Psychopharmacology  
CPSY 328. Clinical Assessment: Issues in Child Diagnosis (1.5 units)  
CPSY 333. (three consecutive quarters beginning in the fall) Counseling Practicum: Marriage and Family Therapy

*Plus Latino Emphasis classes:*

CPSY 360. Latino Psychology  
CPSY 362. Individual Counseling Skills with Latino Clients  
CPSY 364. Interventions with Latino Families and Children  
CPSY 366. Spanish-Based Interviewing and Assessment (Fluency in Spanish required)  
Three electives; four if no CPSY 366

**Master's Program in Counseling Psychology (90 units-MFT Track): LGBT Emphasis**

**Nine Core courses and 1 lab plus:**

CPSY 211. Human Sexuality  
CPSY 214. Evidence Based Approaches to Psychotherapy  
CPSY 291. Counseling for Grief, Loss, and Trauma  
CPSY 311. Psychology of Marriage Counseling  
CPSY 315. Family Therapy  
CPSY 317. Therapeutic Interventions with Children  
CPSY 318. Clinical Assessment I  
CPSY 319. Clinical Assessment II  
CPSY 320. Substance Abuse Treatment  
CPSY 323. Psychopharmacology  
CPSY 328. Clinical Assessment: Issues in Child Diagnosis (1.5 units)  
CPSY 333. (three consecutive quarters beginning in the fall) Counseling

Practicum: Marriage and Family Therapy: 333 a, b, & c

*Plus* **LGBT Emphasis classes:**

CPSY 213. Foundations of LGBT Psychology  
CPSY 230. Psychotherapy with Lesbian, Gay, and Bisexual Clients  
CPSY 332. Psychotherapy with Transgender/Gender Nonconforming Clients  
4 electives

**Master's Program in Counseling Psychology (90 units LPCC Track): No Emphasis**

**Core courses plus:**

CPSY 211. Human Sexuality  
CPSY 214. Evidence Based Approaches to Psychotherapy  
CPSY 276. Professional Orientation, Ethics and Law in Counseling (1.5)  
CPSY 291. Counseling for Grief, Loss, and Trauma  
CPSY 300. Career Development and Life Planning  
CPSY 302. Formal and Informal Assessment in Career Development  
CPSY 308. Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5)  
CPSY 318. Clinical Assessment I  
CPSY 319. Clinical Assessment II  
CPSY 320. Substance Abuse Treatment  
CPSY 321. Dual diagnosis: Diagnosis and Treatment (1.5)  
CPSY 323. Psychopharmacology  
CPSY 324. Biological Basis for Behavior (1.5)  
CPSY 328. Clinical Assessment in Child Diagnosis (1.5 units)  
CPSY 361. Special Topics in Multi-Cultural Psychotherapy (1.5)  
CPSY 333. (three consecutive quarters beginning in the fall) Counseling  
Practicum: Licensed Professional Counseling: 333 a, b, & c  
5.5 electives

**Master's Program in Counseling Psychology (90 units-LPCC Track): Health Emphasis**

**Nine Core courses and 1 lab plus:**

CPSY 211. Human Sexuality  
CPSY 214. Evidence Based Approaches to Psychotherapy  
CPSY 276. Professional Orientation, Ethics and Law in Counseling (1.5)  
CPSY 291. Counseling for Grief, Loss, and Trauma  
CPSY 300. Career Development and Life planning  
CPSY 302. Formal and Informal Assessment in Career development

CPSY 308. Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5)  
CPSY 318. Clinical Assessment I  
CPSY 319. Clinical Assessment II  
CPSY 320. Substance Abuse Treatment  
CPSY 321. Dual diagnosis: Diagnosis and Treatment (1.5)  
CPSY 323. Psychopharmacology  
CPSY 324. Biological Basis for Behavior (1.5)  
CPSY 328. Clinical Assessment in Child Diagnosis (1.5 units)  
CPSY 361. Special Topics in Multi-Cultural Psychotherapy (1.5)  
CPSY 333. (three consecutive quarters beginning in the fall) Counseling  
Practicum: Licensed Professional Counseling: 333 a, b, & c

*Plus Health emphasis classes:*

CPSY 380: Positive Psychology and Health  
CPSY 381: Health Psychology: Theory and Practice  
CPSY 385: Stress and Stress management  
2.5 electives

### **Master's Program in Counseling Psychology (90 units-LPCC Track): Correctional Emphasis**

**Nine Core courses and 1 lab plus:**

CPSY 211. Human Sexuality  
CPSY 214. Evidence Based Approaches to Psychotherapy  
CPSY 276. Professional Orientation, Ethics and Law in Counseling (1.5)  
CPSY 300. Career Development and Life planning  
CPSY 302. Formal and Informal Assessment in Career Development  
CPSY 308. Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5)  
CPSY 318. Clinical Assessment I  
CPSY 319. Clinical Assessment II  
CPSY 320. Substance Abuse Treatment  
CPSY 321. Dual Diagnosis: Diagnosis and Treatment (1.5)  
CPSY 323. Psychopharmacology  
CPSY 324. Biological Basis for Behavior (1.5)  
CPSY 328. Clinical Assessment in Child Diagnosis (1.5 units)  
CPSY 361. Special Topics in Multi-Cultural Psychotherapy (1.5)  
CPSY 333. (three consecutive quarters beginning in the fall) Counseling  
Practicum: Licensed Professional Counseling: 333 a, b, & c

*Plus Correctional Emphasis classes:*

CPSY 243 Delinquent, At-Risk and Nonconventional Youth: Trauma and Effects  
CPSY 244 Correctional Psychology

CPSY 245 Transitional Treatment and Vocational Planning  
CPSY 246 Applied Behavior Analysis in Correctional Psychology  
2.5 electives

**Master's Program in Counseling Psychology (90 units-LPCC Track): Latino Emphasis**

**Nine Core courses and 1 lab plus:**

CPSY 211. Human Sexuality  
CPSY 214. Evidence Based Approaches to Psychotherapy  
CPSY 276. Professional Orientation, Ethics and Law in Counseling (1.5)  
CPSY 291. Counseling for Grief, Loss, and Trauma  
CPSY 300. Career Development and Life planning  
CPSY 302. Formal and Informal Assessment in Career development  
CPSY 308. Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5)  
CPSY 318. Clinical Assessment I  
CPSY 319. Clinical Assessment II  
CPSY 320. Substance Abuse Treatment  
CPSY 321. Dual Diagnosis: Diagnosis and Treatment (1.5)  
CPSY 323. Psychopharmacology  
CPSY 324. Biological Basis for Behavior (1.5)  
CPSY 328. Clinical Assessment in Child Diagnosis (1.5 units)  
CPSY 333. (three consecutive quarters beginning in the fall) Counseling  
Practicum: Licensed Professional Counseling: 333 a, b, & c

*Plus Latino Emphasis classes:*

CPSY 360. Latino Psychology  
CPSY 362. Individual Counseling Skills with Latino Clients  
CPSY 364. Interventions with Latino Families and Children  
CPSY 366. Spanish-Based Interviewing and Assessment (Fluency in Spanish required)  
2 electives, three if no CPSY 366

**Master's Program in Counseling Psychology (90 units-LPCC Track): LGBT Emphasis**

**Nine Core courses and 1 lab plus:**

CPSY 211. Human Sexuality  
CPSY 214. Evidence Based Approaches to Psychotherapy  
CPSY 276. Professional Orientation, Ethics and Law in Counseling (1.5)  
CPSY 291. Counseling for Grief, Loss, and Trauma  
CPSY 300. Career Development and Life planning

CPSY 302. Formal and Informal Assessment in Career development  
CPSY 308. Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5)  
CPSY 318. Clinical Assessment I  
CPSY 319. Clinical Assessment II  
CPSY 320. Substance Abuse Treatment  
CPSY 321. Dual diagnosis: Diagnosis and Treatment (1.5)  
CPSY 323. Psychopharmacology  
CPSY 324. Biological Basis for Behavior (1.5)  
CPSY 328. Clinical Assessment in Child Diagnosis (1.5 units)  
CPSY 361. Special Topics in Multi-Cultural Psychotherapy (1.5)  
CPSY 333. (three consecutive quarters beginning in the fall) Counseling  
Practicum: Licensed Professional Counseling: 333 a, b, & c

*Plus LGBT emphasis classes:*

CPSY 213. Foundations of LGBT Psychology  
CPSY 230. Psychotherapy with Lesbian, Gay, and Bisexual Clients  
CPSY 332. Psychotherapy with Transgender/Gender Nonconforming Clients  
2.5 electives

### **Master's Program in Counseling Psychology (90 units-Combined MFT/LPCC): No Emphasis**

**Nine Core courses and 1 lab plus:**

CPSY 211. Human Sexuality  
CPSY 214. Evidence Based Approaches to Psychotherapy  
CPSY 276. Professional Orientation, Ethics and Law in Counseling (1.5)  
CPSY 291. Counseling for Grief, Loss, and Trauma  
CPSY 300. Career Development and Life planning  
CPSY 302. Formal and Informal Assessment in Career Development  
CPSY 308. Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5)  
CPSY 311. Psychology of Marriage Counseling  
CPSY 315. Family Therapy  
CPSY 317. Therapeutic Interventions with Children  
CPSY 318. Clinical Assessment I  
CPSY 319. Clinical Assessment II  
CPSY 320. Substance Abuse Treatment  
CPSY 321. Dual Diagnosis: Diagnosis and Treatment (1.5)  
CPSY 323. Psychopharmacology  
CPSY 324. Biological Basis for Behavior (1.5)  
CPSY 328. Clinical Assessment: Issues in Child Diagnosis (1.5 units)  
CPSY 361. Special Topics in Multi-Cultural Psychotherapy (1.5)  
CPSY 333. (three consecutive quarters beginning in the fall) Counseling

Practicum: 333 a, b, & c  
2.5 electives

**Master's Program in Counseling Psychology (91.5 units-Combined MFT/LPCC) Health Emphasis**

**Nine Core courses and 1 lab plus:**

CPSY 211. Human Sexuality  
CPSY 214. Evidence Based Approaches to Psychotherapy  
CPSY 276. Professional Orientation, Ethics and Law in Counseling (1.5)  
CPSY 291. Counseling for Grief, Loss, and Trauma  
CPSY 300. Career Development and Life planning  
CPSY 302. Formal and Informal Assessment in Career development  
CPSY 308. Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5)  
CPSY 311. Psychology of Marriage Counseling  
CPSY 315. Family Therapy  
CPSY 317. Therapeutic Interventions with Children  
CPSY 318. Clinical Assessment I  
CPSY 319. Clinical Assessment II  
CPSY 320. Substance Abuse Treatment  
CPSY 321. Dual Diagnosis: Diagnosis and Treatment (1.5)  
CPSY 323. Psychopharmacology  
CPSY 324. Biological Basis for Behavior (1.5)  
CPSY 328. Clinical Assessment: Issues in Child Diagnosis (1.5 units)  
CPSY 361. Special Topics in Multi-Cultural Psychotherapy (1.5)  
CPSY 333. (three consecutive quarters beginning in the fall) Counseling  
Practicum: 333 a, b, & c

*Plus Health emphasis classes:*

CPSY 380. Positive Psychology and Health  
CPSY 381. Health Psychology: Theory and Practice  
CPSY 385. Stress and Stress management  
No electives

**Master's Program in Counseling Psychology (93 units-Combined MFT/LPCC): Correctional Emphasis)**

**Nine Core courses and 1 lab plus:**

CPSY 211. Human Sexuality

CPSY 214. Evidence Based Approaches to Psychotherapy  
CPSY 276. Professional Orientation, Ethics and Law in Counseling (1.5)  
CPSY 300. Career Development and Life planning  
CPSY 302. Formal and Informal Assessment in Career development  
CPSY 308. Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5)  
CPSY 311. Psychology of Marriage Counseling  
CPSY 315. Family Therapy  
CPSY 317. Therapeutic Interventions with Children with Children  
CPSY 318. Clinical Assessment I  
CPSY 319. Clinical Assessment II  
CPSY 320. Substance Abuse Treatment  
CPSY 321. Dual diagnosis: Diagnosis and Treatment (1.5)  
CPSY 323. Psychopharmacology  
CPSY 324. Biological Basis for Development (1.5)  
CPSY 328. Clinical Assessment: Issues in Child Diagnosis (1.5 units)  
CPSY 361. Special Topics in Multi-Cultural Psychotherapy (1.5)  
CPSY 333. (three consecutive quarters beginning in the fall) Counseling  
Practicum: Licensed Professional Counseling: 333 a, b, & c

*Plus Correctional Emphasis* classes:

CPSY 243 Delinquent, At-Risk and Nonconventional Youth: Trauma and Effects  
CPSY 244 Correctional Psychology  
CPSY 245 Transitional Treatment and Vocational Planning  
CPSY 246 Applied Behavior Analysis in Correctional Psychology  
No electives

**Master's Program in Counseling Psychology (93 units-Combined MFT/LPCC): Latino Counseling Emphasis)**

**Nine Core courses and 1 lab plus:**

CPSY 211. Human Sexuality  
CPSY 214. Evidence Based Approaches to Psychotherapy  
CPSY 276. Professional Orientation, Ethics and Law in Counseling (1.5)  
CPSY 291. Counseling for Grief, Loss, and Trauma  
CPSY 300. Career Development and Life planning  
CPSY 302. Formal and Informal Assessment in Career development  
CPSY 308. Multidisciplinary Responses to Crises, Emergencies, and Disasters  
CPSY 311. Psychology of Marriage Counseling  
CPSY 315. Family Therapy  
CPSY 317. Therapeutic Interventions with Children  
CPSY 318. Clinical Assessment I

CPSY 319. Clinical Assessment II  
CPSY 320. Substance Abuse Treatment  
CPSY 321. Dual Diagnosis: Diagnosis and Treatment (1.5)  
CPSY 323. Psychopharmacology  
CPSY 324. Biological Basis for Behavior (1.5)  
CPSY 328. Clinical Assessment: Issues in Child Diagnosis (1.5 units)  
CPSY 333. (three consecutive quarters beginning in the fall) Counseling  
Practicum: 333 a, b, & c

*Plus Latino Counseling Emphasis* classes:

CPSY 360 Latino Psychology  
CPSY 362 Individual Counseling Skills with Latino Clients  
CPSY 364 Interventions with Latino Families and Children  
CPSY 366 Spanish-Based Interviewing and Assessment (partial fluency in Spanish req.)  
No electives

### **Master's Program in Counseling Psychology (91.5 units-Combined MFT/LPCC) LGBT Emphasis**

**Nine Core courses and 1 lab plus:**

CPSY 211. Human Sexuality  
CPSY 214. Evidence Based Approaches to Psychotherapy  
CPSY 276. Professional Orientation, Ethics and Law in Counseling (1.5)  
CPSY 291. Counseling for Grief, Loss, and Trauma  
CPSY 300. Career Development and Life planning  
CPSY 302. Formal and Informal Assessment in Career development  
CPSY 308. Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5)  
CPSY 311. Psychology of Marriage Counseling  
CPSY 315. Family Therapy  
CPSY 317. Therapeutic Interventions with Children  
CPSY 318. Clinical Assessment I  
CPSY 319. Clinical Assessment II  
CPSY 320. Substance Abuse Treatment  
CPSY 321. Dual Diagnosis: Diagnosis and Treatment (1.5)  
CPSY 323. Psychopharmacology  
CPSY 324. Biological Basis for Behavior (1.5)  
CPSY 328. Clinical Assessment: Issues in Child Diagnosis (1.5 units)  
CPSY 361. Special Topics in Multi-Cultural Psychotherapy (1.5)  
CPSY 333. (three consecutive quarters beginning in the fall) Counseling  
Practicum: 333 a, b, & c

*Plus LGBT emphasis* classes:

CPSY 213. Foundations of LGBT Psychology  
CPSY 230. Psychotherapy with Lesbian, Gay, and Bisexual Clients  
CPSY 332. Psychotherapy with Transgender/Gender Nonconforming Clients  
No electives

**Self Designed Master's Programs in Counseling Psychology 90-UNIT –  
(THIS DOES NOT LEAD TO A LICENSE ELIGIBILITY)**

**Core courses plus:**

CPSY 211. Human Sexuality  
CPSY 214. Evidence Based Approaches to Psychotherapy  
CPSY 291 Counseling for Grief, Loss and Trauma  
CPSY 311 Psychology of Marriage Counseling  
CPSY 315 Family Therapy  
CPSY 318. Clinical Assessment I  
CPSY 320 Substance Abuse Treatment  
CPSY 331A-1,2. Practicum Agency  
**Eleven electives**

## **VI. Changing Degrees**

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**From 90-units to 52.5-units:**

You may change your degree from 90-units to 52.5-units after discussion with your academic advisor and by filing a *Petition to Add/Change of Degree Program* form. Note that changing your degree has several implications:

- You become obligated to the terms of matriculation for the *year that you change your degree*; not for the year you entered the program;
- If you later decide, as a matriculated student, to return to the 90-unit program, you will have to re-apply and incur all costs with application submission.
- Once you graduate from SCU, you are ineligible to sit for the MFT or LPCC license exams. In accordance with BBS law, you MAY NOT return to SCU to take extra courses to meet the 90-unit requirement. *If you wish to sit for licensing, you will have to take the entire degree as one unified program.*

**From 52.5-units to 90-units:**

If you decide to change your degree from 52.5-units to 90-units, you will be required to submit a *Petition to Add/Change of Degree Program form*. If you are accepted, your courses will transfer in total to the new degree. If you are not accepted, there is no change in your courses completed or matriculation status.

## VII. Declaring and Changing Tracks and Emphases

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### Change of Track

A student may change track at any time in the program up to the time when the petition to graduate form is filed. At that point no changes can be made to one's program. It is important to note that a switch of track will likely require whatever classes are necessary in the new track. Thus, if a student were to switch from a LPCC track to a MFT track, s/he will have to meet all requirements for the MFT track (for example, child, marriage and family classes that are in the MFT track but not in the LPCC track).

*(Petition to Add/Change of Degree Program Form)*

### Declaration of Emphasis

The three emphasis programs are optional specialties available to students. A student who is interested in declaring an emphasis should do so **as early as possible** in the program. Because many of the emphasis courses are only offered once per year, and some are only offered every two years, the student should declare as soon as possible in order to be able to complete the emphasis in time for graduation along with other courses in the program.

*(Petition to Add/Change of Degree Program Form)*

### "No Emphasis" Status

At the beginning of matriculation, no student transcript reflects an emphasis. An emphasis only becomes a part of the official transcript when the student formally declares it. If a student does not declare an emphasis, there is nothing noted on the transcript; to repeat, if a student opts for the No Emphasis option, he/she need do nothing further. "No Emphasis" is equivalent to not declaring an emphasis.

### Change of Emphasis

If you decide to change your emphasis, including changing from one emphasis to "No Emphasis", please submit a Change of Emphasis form to the Department as soon as possible. *(Petition to Add/Change of Degree Form)*

## VIII. Academic Performance and Etiquette

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### Student Learning Goals and Objectives

The faculty and staff of the Department of Counseling Psychology strive to help

students become excellent clinicians, with a focus on personal, academic, and professional growth. Throughout the program, students will learn a wide variety of psychological theories and interventions, and will demonstrate competence in the differential application of these theories based on clinical context. Listed below are several important goals to keep in mind as you matriculate through the program:

- Students will confidently apply one or more theories of intervention in the assessment, conceptualization, and treatment planning for a specific client or clients.
- Students will demonstrate appropriate competence in one or more specialized areas of counseling psychology, including Correctional psychology, Health psychology, Latino counseling, or other self-directed concentrated study.
- Students will learn a wide range of psychological skills and demonstrate competence in the differential application of these skills based on clinical context.
- Students will achieve greater self-awareness and integration of affect, behavior, and cognition essential to one's identity as a counselor. Greater self-awareness will develop with self-disclosure and reflection, as well as analysis of personal history, psychological make-up and modes of intrapersonal and interpersonal functioning.
- Students will be able to construct a personal narrative that demonstrates an understanding of the influence of the student's personal and social identities (e.g., familial, cultural, racial, ethnic, gender, sexual orientation, SES, religious/spiritual) on his or her functioning as a therapist.
- Students will learn the impact of diversity, including but not limited to issues of race, gender, SES, religion, culture, creed, age, disability status and sexual orientation, as these influence the therapeutic relationship. In addition, students will demonstrate awareness of both client and therapist worldviews and the impact of these on therapeutic relationship and process.
- Students will integrate and demonstrate competence in core professional areas related to law, practice, and the scope of clinical practice; as well as demonstrate ability to apply standards and ethical decision-making principles to the analysis of specific ethical dilemmas in clinical cases.

### **Attendance**

Class attendance is required. All syllabi include a statement on the professor's attendance policy. If you are unable to attend class due to illness or an emergency, please notify your

instructor by phone or by e-mail. It is up to the discretion of the professor whether you will be allowed to make up any tests, quizzes, etc. that may have been missed. Professors have various policies regarding consequences of 1-2 missed classes (typically in reduction of grade). It is up to the discretion of individual instructors as to whether attendance at the first class of the quarter is mandatory in order to be registered as a student in any particular class. However, the faculty is sympathetic of unforeseen circumstances and absences will be evaluated on a case-by-case basis. Three or more missed classes will result in a failure of the class. For 1.5-unit classes more than 1 absence will result in failure of the class.

### **Grading Procedures**

Grades are evaluative of a student's understanding and demonstrated expertise of skills and theory related to course expectations, outcomes, and assessment. It is customary in graduate programs that final course grades of B, B+, A- and A are an acceptable level of performance for graduate study.

### **Academic Integrity**

The Department of Counseling Psychology adheres to the strictest interpretation of academic honesty and integrity. By graduate school, every student should have a clear and distinct understanding of the definition of plagiarism and how to provide appropriate citations of works in scholarly papers, included but not limited to: written, published, and media works, in APA style. Plagiarism is not tolerated in the department and will be minimally responded to with suspension from the department and potential dismissal.

### **Classroom Etiquette**

As this is a graduate level program, students are held to high standards of professional behavior in the classroom. Regardless of your undergraduate experience or expectations in other programs or classes, your full attention and participation are expected. It is inappropriate during class time to use your computer, tablet or smart phone to read email, surf the web or the like. Many professors will be clear about this policy in the syllabus on the first day of class. If you are found to be using your phone or computer in a disrespectful or distracting manner, your class participation grade may be lowered and you may be asked to leave the classroom.

### **In the School of Education and Counseling Psychology Bulletin**

The following items can be found in the School of Education and Counseling Psychology's Bulletin. <https://www.scu.edu/ecp/student-services-and-forms/bulletin/>

1. **Grade Point Average**
2. **Appealing a Grade**
3. **Incomplete Grades**
4. **Academic Probation and Termination**

## **IX. Professional Performance and Review**

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### **Ethical Principles**

The counseling psychology faculty and staff adhere to “Ethical Principles of Psychologists” as adopted by the American Psychological Association. Relevant “Ethical Principles” for the CPSY program include:

1. Responsibility
2. Competence
3. Moral and legal standards
4. Public statements
5. Confidentiality
6. Welfare of the consumer
7. Professional relationships
8. Assessment techniques
9. Research with human participants

A copy of “Ethical Principles of Psychologists” is available from the Department of Counseling Psychology, or can be accessed at: <http://www.apa.org/ethics/code/index.aspx>.

### **Clinical Integrity**

The Department of Counseling Psychology uses case methodology in many of its courses. Often the source of this case material is information shared by students. It is understood that all such information is treated under the rule of *confidentiality*. Such information is never the topic of any conversation outside of the classroom. Additionally, many students are part of pre-practicum and practicum experiences involving confidential client information. A general ethical principle of our profession is that we do not discuss cases in any public context. Conversations about clients that are conducted in corridors, bathrooms, lobbies, etc., are an ethical violation. Breach of clinical integrity is not tolerated by the faculty and will be minimally responded to with professional review, and potentially with suspension or dismissal from the department.

## **Self-Disclosure**

The professional-training philosophy of the Counseling Psychology Department is predicated on the belief that the process of becoming an effective therapist must in part address the person of the therapist him/herself. Indeed, in the practice of counseling, the person of the counselor is a major component in the healing process. As a counselor-in-training, then, self-reflection is a necessary and required part of the training that helps students better understand and empathize with their future clients' experience. Such reflection is a significant component of one's personal and professional development as an effective and sensitive instrument of change.

Thus, it is customary that in the Counseling Psychology Master's Program's classes at SCU, students are regularly assigned work that involves self-disclosure and personal study of the content of that self-disclosure. Students are expected to reflect on their past and present personal experiences in courses and program related activities, in oral and/or written assignments.

We respect students' rights to confidentiality and do not require that any particular or specific information be disclosed. Moreover, we do not evaluate students' progress in the program based on the disclosure of any specific information (except as mandated by ethical codes or law). It is our experience that this philosophy and related formats in our classes provide a rich educational experience, involving more aspects of student experience than do standard lectures or written material that do not include the person of the therapist-in-training.

In addition, although the CPSY program does not require individual or group therapy of students, the faculty strongly recommends that students engage in psychotherapy as part of their training. To assist in this effort, the department maintains a list of qualified therapists who work with students at a reduced fee. The Santa Clara University Counseling Center also provides individual services to students seeking assistance for specific needs and a quarterly group counseling program. The Counseling Center costs are included in student fees.

## **Professional Review**

A uniform practice across mental health training schools is the periodic review of students based not only on academic performance but on evaluated goodness-of-fit for the field of mental health. Based on the ethical principle of serving and protecting the public good, it is viewed as part of the service that is rendered in the interest of public safety to evaluate and potentially dismiss students from the program who are perceived to be impaired in their ability to be good therapists.

Students are evaluated on professional fit for the field of Counseling Psychology. If a student's psychological and/or emotional well-being is judged by a faculty member to be impaired or otherwise compromised with regard to potential harm to future clients, the

student may be requested to seek remedial assistance, suspended from the program, or dismissed from the program.

As part of the Department's commitment to the profession of counseling psychology and to the clients their students may serve, the Counseling Psychology faculty review all students' academic performance and professionally-relevant capacities, behaviors, and demeanor (including on-campus or off-campus behavior of which the institution becomes aware).

It is possible, and within the authority of the faculty, to dismiss students for reasons, e.g., plagiarisms, unethical conduct, unprofessional conduct or psychological/emotional instability that goes well beyond the scope of student assessment found in other disciplines.

It is policy in the department to review all students after they have completed 18 units or one year, whichever comes first.

In addition, the department has adopted a formal review process, called the **Professional Performance Review (PPR)**, for "students of concern." A "student of concern" is any student who has come to the attention of the faculty, Chair, or staff as having significant difficulties in the program requiring review and potential intervention.

In such a case, the faculty has adopted the following protocol:  
(1/18/11, rev. 10/2/2012; rev. 9/30/14)

1. Faculty or staff members who perceive a problem first meet with the student of concern to discuss the problem. If the initial meeting fails to rectify the situation, or if the situation necessitates more formal review, the faculty or staff members will complete a Professional Performance Review (PPR) of the student.
2. The faculty will inform the student that a PPR has been completed.
3. The PPR(s) are submitted to the Chair. Based upon the nature of the problem and the number of PPRs that have been submitted, the Chair may:
  - a. Meet with the student and faculty member, and/or
  - b. Refer the matter to student's advisor and/or
  - c. Refer for formal review or investigation by two faculty members on an *ad hoc* basis and/or
  - d. Decide that no current action need be taken.
4. Potential outcomes of this review include, but are not limited to,
  - a. Requiring the student to seek personal counseling;
  - b. Placing the student on temporary probation that may include completion of designated remedial activities prior to, or concurrent with, the return to class;

- c. Allowing the student to continue with a warning that additional reports will result in a formal review;
- d. Suspending the student from the program for a period of remediation. After that, the student must demonstrate that remedial steps have been taken, and must reapply to the Department for readmission;
- e. Dismissing the student from the program. Dismissal may come at any point in the student's academic program irrespective of the number of units completed.

All information and documented protocols will be placed in the student's official file. The student will be notified of actions taken.

The student will have the right to submit an appeal in writing to the Dean of the School within 30 days of the date of the notice. The dean will consider the appeal and respond to the student in writing within 30 days. The decision of the dean will be final.

5. If the faculty, Chair, ad hoc committee and/or the Dean believes the situation is serious enough to warrant immediate implementation of an outcome, the decision may be implemented prior to the completion of the full 30-day appeal period.

## **X. General Academic Information**

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### **Registration**

Information regarding registration can be found in the School of Education and Counseling Psychology's Bulletin. <https://www.scu.edu/ecp/student-services-and-forms/bulletin/>

### **Academic Advising**

All students are assigned an advisor who is a full-time faculty member, upon admission to the program. It is up to the student to meet regularly with his/her advisor. Critical periods to meet with an advisor include registration for courses, Declaration of Track, Declaration of Emphasis, and Petition for Graduation. Students are invited to meet with any full-time faculty member during office or walk-in hours if his/her advisor is unavailable. A student's advisor will change if he/she declares an emphasis, in which case the new advisor will be the Emphasis Coordinator.

### **Status and Course Load**

A course load of 3 courses per quarter (9 units) is considered full time status. A student may take a maximum of 10.5 units per quarter. Students who wish to take 12 units (4 classes) must get special (written) permission from her/his advisor or the chair and submit the *Authorization for Course Overload* form. Only one overload will be approved per academic year. The minimum number of units for part-time status is 4.5 units.

Students may not register for more than 2 classes (6 units) in one day.

Students may not register for more than 3 classes total during Summer Sessions I and II, and no more than 2 classes in either session.

### **Sequencing of Classes**

The suggested sequence of **Core Courses** is listed below:

CPSY 200. Psychology of Interpersonal Communications  
CPSY 218. Foundations of Psychotherapy and Personality  
CPSY 216. Psychology of Human Development  
CPSY 220. Research Methods  
CPSY 212. Psychology of Relationships  
CPSY 219. Psychology of Group Counseling (CPSY 219 has a group counseling lab, CPSY 221, that must be taken concurrently with CPSY 219)  
CPSY 221. Group Counseling Lab  
CPSY 227. Counseling Process and Skills  
CPSY 231. Multicultural Counseling  
CPSY 275. Ethical and Legal Issues

As previously mentioned, students are encouraged to meet with his/her advisor prior to registration periods to discuss course sequencing for her/his specific program, track, and emphasis.

Note: Students are encouraged to take as much time as needed to complete the program, there is no need to rush. The coursework is often demanding and psychologically evocative; therefore, it is advised that students go through the program at a pace that is comfortable and provides him/her with the most personal and professional growth in order to become the best possible clinician.

### **Advanced Specialty and Emphasis Classes**

Several classes are offered only once each year or every other year. *If you are in an emphasis program and the course is offered annually or every other year, you should take the emphasis class when it is offered, because it may not re-occur for several terms.* Normally, *required and core* classes are offered three (sometimes more) times a year. Normally, classes with fewer than 10 students are cancelled, except under special circumstances (e.g., necessary emphasis classes).

### **Field Experience/Pre-Practicum**

Students wishing to gain experience in counseling prior to qualifying for a practicum are

encouraged to enroll in “pre-practicum” field experience on a volunteer basis. In general, some field experience in counseling renders students more attractive to potential practicum sites. This is a 1 unit course. The hours accumulated as pre-practicum cannot be applied to the required hours of practicum.

Guidelines for Field Experience:

1. Students must complete 18 units of academic training before accumulating hours (except for personal therapy)
2. All experience hours must be under the supervision of a supervisor. A Supervisor is one who: has been licensed minimally 2 year as MFT, LCSW, Psychologist, Psychiatrist; has not provided therapy services to the trainee  
Has a valid license; and complies with board regulations for supervisors
3. The trainee may be volunteer or paid (restrictions apply for paid work); no hours count for an Independent Contractor
4. The site must be approved by the Department of Counseling Psychology Practicum Coordinator, prior to beginning the experience.  
(see **Licensing Requirements** for more information).

*\*\*\* LPCC students may not accumulate pre-practicum hours.*

### **Mandatory Lab Group (221):**

The lab group experience associated with Psychology of Group Counseling (CPSY 221) is required of all counseling students as a part of CPSY 221. This small lab group experience must be taken simultaneously with CPSY 221 class.

CPSY 221 is required for all 90-units and students in all LPCC or LPCC/MFT combined track programs.

CPSY 200 and CPSY 218 are prerequisites for CPSY 219 and CPSY 221. CPSY 220 is strongly recommended. Lab groups are conducted on campus by licensed professional leaders and advanced student assistants. The groups are interpersonally-oriented and are ungraded. They are designed to facilitate personal growth and exploration, as well as to provide the experience of the small-group process. The directed group experience is an opportunity to encounter individual issues that promote or inhibit counseling skills. The *lab groups are not to be considered group therapy*. Lab groups are offered each quarter.

### **Thesis and Independent Study Options**

Students who choose to go the *thesis* route are typically individuals who wish to produce a written product that would enhance their chances to be admitted to a (more research-oriented) Ph.D. program following his/her Master’s studies at SCU. If you are interested in exploring this option, ask for the document *Guidelines for Developing and Submitting a*

*Master's Thesis* in the Department, and schedule an appointment with your faculty advisor.

**Independent study** projects are highly individualized, and involve supervised research initiated by the student. Students work directly with a professor who provides educational input intended to guide the learning of the student as he/she completes the project. A proposal must be submitted and approved by a faculty advisor prior to registration. Full-time faculty members are preferred advisors for Independent study.

(*Application for Independent Study Form*)

It is rare that permission for Independent study is approved for a project that replicates a currently offered course in the curriculum. The purpose of an Independent Study is to pursue a subject matter of interest (typically within the faculty member's expertise) that is not offered in the curriculum.

### **Transferring, Challenging, and Waiving Courses**

#### ***Transferring Credits***

A student may transfer up to 9 quarter units (that have been completed in the prior five years) from another accredited graduate program. Under rare and extraordinary circumstances approved by the Dean of the School, the number of transferable credits can be increased to 15.

To apply for credit the student must complete the *Application for Transfer Credit Form*, submit official transcripts indicating grade earned in course (if not already on file), a course description and a syllabus from the original course. The paperwork is submitted to the Chair of the Counseling Psychology Department for initial review. The paperwork is then given to the professor of record of course, who reviews the request and makes the final decision. Decisions are based on a number of factors, primarily whether the course to be transferred is substantively equivalent to the CPSY course. Transferred credits only apply to the specific course for which the exemption is sought. The transferred units can be credited to the student's transcript and counted within the overall number of units towards fulfillment of the degree. Semester courses of equal to or more than 3 quarter units are transferred in at a 3 quarter unit value.

Courses that may be transferred into the SCU MFT and LPCC masters program include the following:

211	214	216	218	220
227	231	311	317	318
All Electives				

All other courses, with the exception of those listed below, *may not be* transferred into the SCU MFT, LPCC, or MFT/LPCC combined masters program.

319*	323*			
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\*A transfer may be considered under exceptional and rare circumstances, i.e., that the course is equivalent in both substantive and experiential dimensions to its SCU counterpart course. Courses not accepted as required courses may be accepted as elective/independent study units.

### ***Challenging a Course***

Students may challenge a course by “passing” a course via examination, oral or written.

A student who successfully challenges a class receives a transcript notation indicating the units and a grade for the challenged class. Challenged courses fulfill the BBS content and units requirements; *however, they do not satisfy degree unit requirements*. Those who challenge a class in the 90-unit masters program must complete 90 units in addition to whatever course(s) is challenged. Classes that include a high experiential component are usually unavailable for challenge. The singular advantage of challenging a course is that it allows a student to substitute an elective for an otherwise required course.

Courses that may be challenged in the SCU MFT and LPCC programs include the following:

211	214	216	218	220
227	231	275	311	317
318	All electives			

Students are not eligible to challenge more than three courses in total.

All other courses may not be challenged.

To challenge a course, a student must:

1. Have completed at least 15 units at Santa Clara (unless an exception is granted by the Department Chair)
2. Have a cumulative GPA of 3.2
3. Obtain the appropriate form from the Dean’s Office; and,
4. Have permission from the instructor, Department Chair, and Dean to proceed with the challenge. The instructor must complete a written description of the proposed challenge process to be approved by the Department Chair.

Challenge examinations may be either oral or written as determined by the instructor. Grades for a challenged course *may not be* taken on a pass/no pass basis. A \$100 fee is assessed for challenging a course.

### ***Waiving Courses***

Students who waive classes with the permission of the Department Chair receive no indication on their transcript that the classes have been waived, but a notation is made in the student's file that the specific class requirements have been met and waived. Another class must be taken in lieu of the waived class. *Waived classes are not accepted by licensing or credentialing boards for meeting competency requirements.*

The only course that can be waived in the SCU MFT program is: CPSY 220. This class may not be waived for LPCC students.

### **Exit Survey**

All graduating students are asked to do a brief exit survey to help us to continually upgrade the program.

### **Registered Student Organizations**

#### ***Counseling Psychology Graduate Student Association (CPGSA)***

The purpose of the CPGSA is to provide a forum in which all interested students can increase their involvement with the University, the School, the Department, and fellow students. The goal of the organization is to support counseling psychology graduate students in their needs and growth.

#### ***Counseling Psychology Alumni Chapter***

The Counseling Psychology Alumni Chapter is an official organization of Santa Clara University representing all graduates of the Department of Counseling Psychology. Its purpose is to promote the interests of graduates through alumni events and to establish an ongoing relationship between the University and its alumni.

## **XI. Comprehensive Examination**

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All Master of Arts candidates, who do not complete a thesis, are required to pass the comprehensive examination. This written comprehensive examination is typically taken during the last or next-to-last quarter of study in the program (summer session excluded), or

after all required courses (with the exception of practicum experience) have been completed. It is given once during the Fall, Winter, and Spring quarters. The purpose of the comprehensive exam, which is in a take-home essay format, is to facilitate a meaningful synthesis of the various concepts and experiences provided in the program.

To sign up, students are asked to e-mail their name, address, phone number and student ID to the Department's Administrative Assistant during the **first week** of the Fall, Winter, or Spring Quarter. Students are given two weeks to complete the essay after it is mailed. Practicum or other clinical experience gained by that time may help students with the exam, as one of the questions requires the description of a case study.

It is perfectly acceptable for students to begin drafting answers well in advance of the formal exam, and to spend the actual exam period polishing and refining responses. The exam questions from the previous quarter are available in the Counseling Psychology office. It's neither acceptable nor necessary to form study groups to work on the comprehensive exam, as it is meant to be an individualized experience and indicative of each student's personal therapy practice. Prior experience indicates that a study group actually results in sharp increases in anxiety and poorer performance on the Comprehensive Exam.

Full-time faculty are involved in reading the Comprehensive Examinations. Only one faculty member will read any given comprehensive exam if it receives a "Pass." If the reader thinks it is not up to passing standards, a second faculty member will read the essay. If both agree that it is not up to standards, it will receive a "no pass." If the two readers disagree, a third reader will be included to make a final decision. Students who do not pass the comprehensive examination are allowed to retake the examination in part or in whole (in a fashion to be determined by the faculty member coordinating the comprehensive examination for the quarter in which the student took the exam).

## **XII. Practicum**

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Practicum is intended to be the culminating experience in the Counseling Psychology Programs. Students are given the opportunity, under professional supervision, to begin to develop and apply therapeutic skills in a clinical context. Various local mental health agencies hire MFT and LPCC Trainees to work directly with individuals, families, couples, and groups.

Practicum experiences (CPSY 331 for 52.5-unit programs or CPSY 333 for 90-unit programs) should be taken during the student's **final year** in the program. Students who intend to qualify for the California State Licenses in Marriage and Family Therapy or Licensed Professional Counseling will need to complete three quarters of MFT/LPCC Practicum (333-1,2,3), beginning the sequence in the fall quarter of their last year. A student must take CPSY 333.1, 333.2, and 333.3 consecutively in the same year. Students need to plan to take 333 1,2,3 at the same time all three quarters with the same group instructor. Practicum is not

offered during summer sessions.

The Department's *Practicum Coordinator* assists students in the practicum process. Students are encouraged to make an appointment with the Practicum Coordinator to discuss interests, site options, and the application interview process.

### **MFT and LPCC Practicum Prerequisites**

The following courses must be completed prior to beginning practicum:

CPSY 200. Psychology of Interpersonal Communications  
CPSY 212. Psychology of Relationships  
CPSY 216. Psychology of Human Development  
CPSY 218. Foundations of Psychotherapy and Personality  
CPSY 219. Psychology of Group Counseling  
CPSY 220. Research Methods  
CPSY 221 Group Counseling Lab  
CPSY 227. Counseling Process and Skills  
CPSY 231. Multicultural Counseling  
CPSY 275. Ethical and Legal Issues  
CPSY 311. Psychology of Marriage Counseling  
CPSY 315. Family Therapy  
CPSY 317. Therapeutic Interventions with Children  
CPSY 318. Clinical Assessment I  
CPSY 319. Clinical Assessment II

Students are advised to begin planning for practicum at the beginning of the program, and are encouraged to discuss plans with his/her advisor. The Practicum Binder, available in the Counseling Psychology main office, has a list of available sites. It is often helpful for students to become familiar with sites they may be interested in to attend the annual practicum fair and to ask questions of students already enrolled in practicum.

Students who start their program in the Fall and who are full-time throughout their program can anticipate their practicum to start in the fall of the third year. However, students who begin the program in Winter or Spring should expect to take more than three years to complete the program because of the quarter in which they started. If a student attends full-time, including Summer quarter, it will take 2 full years to complete coursework required for practicum. Attempting to start practicum before then is unrealistic.

*A year prior to practicum*, students should make an appointment with the Practicum Coordinator, as well as his/her academic advisor, to assess standing in the program and readiness for practicum. In addition, students are invited to attend the annual **Practicum Fair**, held in January. This event will be listed on the Academic Calendar on the Department's website. Check the website, CPU, and bulletin boards in Guadalupe Hall for other helpful pre-practicum workshops, such as resume-writing and interviewing skills.

Thanks to the CPGSA, the department now has a comprehensive two-hour videotape on the laws. You can schedule an appointment to see the video by calling the SCU Media Lab at 554-4091.

**Practicum Forms**

All practicum forms are submitted to the Practicum Supervisor and kept in a file in the Coordinator’s office. Always make photocopies of your submitted form for your own protection and security.

Form	Due Date
Proof of Malpractice Insurance	First Class
Practicum Form: Supervised Fieldwork Agreement	First Class
Practicum Form: Practicum Supervisor Evaluation of student	Week 10 of the Quarter Each quarter
Practicum Form: Student Evaluation of Site	Week 10 of the Quarter Each quarter
Weekly Log Summary	Week 10 of the Quarter

**XIII. Licensing Information**

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Below is a brief breakdown of the required clinical hours needed in the program in order to apply for licensure after graduation. The schematic on the next page shows how pre-practicum, practicum, and internship combine to create the required 3000 hours for licensure for MFT and LPCC. For more information, please visit the Board of Behavioral Sciences website ([www.bbs.ca.gov](http://www.bbs.ca.gov)) and meet with your faculty advisor or Practicum Coordinator.

**MFT Hours**

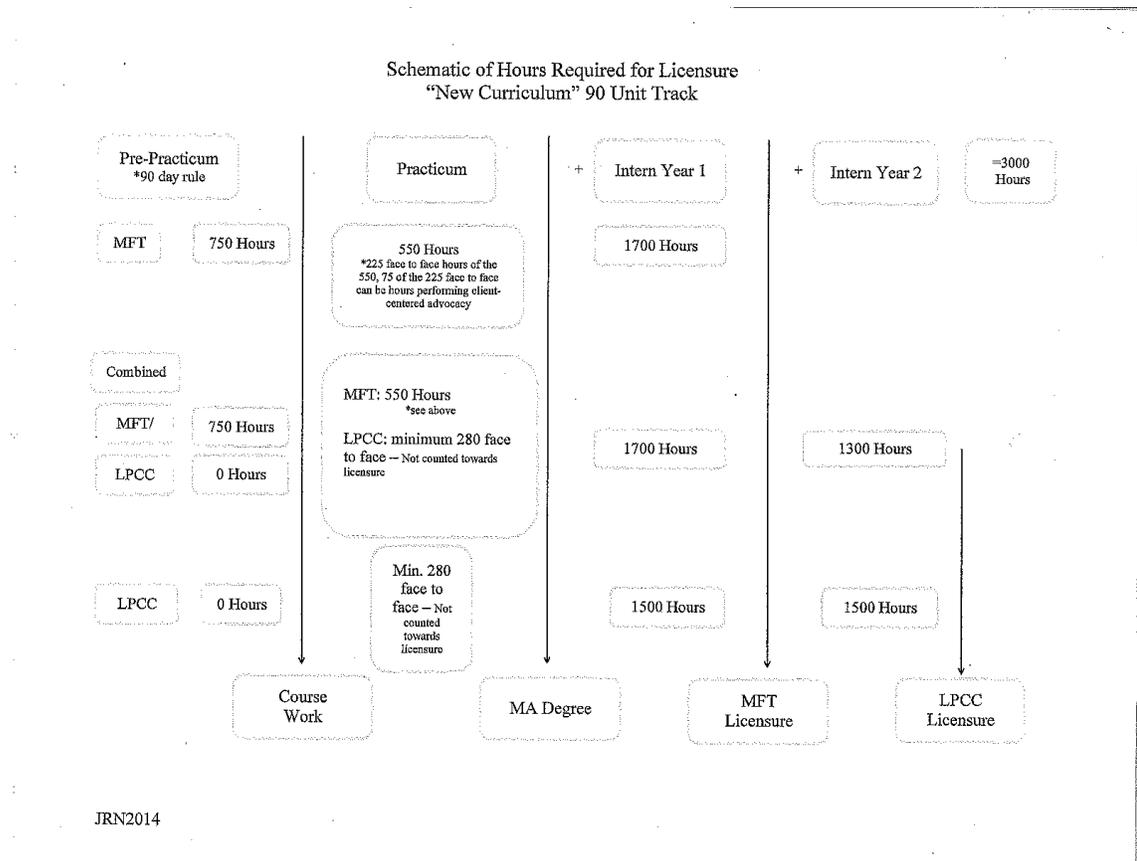
The BBS allows a student to accumulate up to 1300 pre-degree hours toward licensure. During Practicum students are required to obtain a minimum of 225 face to face client hours. Of these 225 hours, 75 hours may be client-centered advocacy.

**LPCC Hours**

For the LPCC, students are not permitted to accumulate pre-degree hours toward licensure. Students are required to complete a minimum of 280 face to face client hours during their practicum. 550 of those accumulated during *practicum*. Of the 550 hours 150 must be face-to-face client hours for the 78 unit track. For the 90-unit MFT track an additional 75 hours can be client-centered advocacy totaling 225 hours.

**Combined MFT/LPCC**

For students on the combined MFT/LPCC track, they must accumulate the required hours listed above for both MFT and LPCC.



## **XIV. Counseling Psychology Course Descriptions**

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*Courses offered specifically for education students are listed in the Department of Education section of the bulletin; however, some counseling psychology courses are cross-referenced with education.*

### **200. Psychology of Interpersonal Communications**

The foundation course for all CPSY programs, this course provides a laboratory setting in which students master basic skill sets that are fundamental for effective communication, advanced counseling and therapy. Among the basic skills essential to counseling psychology are the cultivation of attention, learning to ask questions, paraphrasing and encouraging, reflecting feeling and meaning, confrontation and empathy. The course allows students the opportunity to create, discover and/or examine and expand their personal counseling style through deep investigation of both self and the professional literature. A primary focus is on being more conscious and intentional in interpersonal communication and subsequently in the counseling process. Prerequisite: None (3 units)

### **205. Community-Based Learning**

This course is designed on a community based learning model and is intended to expose students to a variety of social issues that affect individuals and families of low socio-economic status: poverty, deprivation, inadequate housing, access to health care, access to education, and other salient issues. A variety of sites, schools, community pantries, homeless shelters, soup kitchens, etc. are available for the student to choose. The student is expected to assist in these sites as they are asked. This is not a therapy based practicum and students do not provide any counseling services. Students are expected to participate in their site for 4 hours per week and attend a 90-minute weekly reflection period. Prerequisite: None (3 units)

### **211. Human Sexuality**

This course provides information and perspective to future therapists regarding biological, developmental, behavioral, emotional, and cultural aspects of human sexuality. It is principally clinical in focus: reading materials, classroom experiences and discussions are used to augment students' knowledge of human sexual functioning, both potential and problematic, and to expand students' comfort with their future role as therapists to couples and individuals. Prerequisite: 200 and (212 or 216). (3 units)

#### **211A. Sex Addiction**

This class will provide participants with information to understand and diagnose sexual addiction and sexual anorexia, knowledge of assessment tools, as well as the ability to develop treatment plans that provide interventions in all phases of recovery. Case illustrations, formal presentations, and interactive exercises will be used to illuminate issues

pertaining to the etiology and treatment of problematic sexual attitudes and behaviors.  
Prerequisite: 200 and (212 or 216). (1.5 units)

### ***212. Psychology of Relationships***

The focus of this course is relationships: how human beings develop as relational beings; how they orient toward themselves and toward others in relationship; how they orient in the therapeutic relationship; how their relational templates may be the focus of therapeutic intervention. Study is focused on the formation and dynamics of interpersonal relationships in the individual, family, and couples. Study also includes traditional and nontraditional relationships. Prerequisite: 200 or 216. (3 units)

### ***213. Therapeutic Interventions with LGBT Clients***

This course will provide Counseling Psychology students with an opportunity to familiarize themselves with issues likely to be encountered when working with LGBT clients. Students will confront their own beliefs and feelings about same sex relationships and how these might impact their clinical work. Topics to be considered: current theories regarding the etiology of homosexuality; developmental challenges for LGBT persons; homophobia and its many faces; the coming out process (to self and others); relationships with parents and families of LGBT people; issues of support and socialization; the dynamics of gay relationships; gay marriage; gay families and gay parenting; the impact of AIDS; social, cultural, religious considerations and their impact; issues affecting transgender persons; available resources. Teaching methodology will include lecture, reading and discussion, case studies, experiential exercises, testimonies of LGBT people, and films. Prerequisite: 200. (3 units)

### ***214. Evidence Based Approaches to Psychotherapy***

This course focuses on research and clinical technique related to evidence-based practice in psychotherapy. It includes instruction on methodology, analysis, and synthesis of research on the efficacy and outcomes of psychotherapy interventions, as well as training in evidence-based counseling techniques from a variety of theoretical perspectives, including cognitive, behavioral, person-centered, and psychodynamic. Students gain an understanding of how research can inform what techniques to practice in the therapy encounter and how those techniques should be implemented with a variety of disorders and psychosocial issues  
Prerequisites: None. (3 units)

### ***215. Psychology of Childhood***

Explores the psychological world of the child from infancy through adolescence from a developmental perspective with a particular focus on attachment/object relations theory. Examines processes associated with healthy psychosocial adjustment, case conceptualization and treatment approaches. Prerequisite: 200. (3 units)

### ***216. Psychology of Human Development***

A developmental approach to the entire human life cycle from childhood through old age, with focus on significant transitions and passages. Includes coping with change in the

personal, social, and transpersonal domains and how it has an impact on human growth and development. Prerequisite: None (3 units)

**218. Foundations of Psychotherapy and Personality**

A comprehensive review of fundamental concepts in personality theories and their applications to counseling and psychopathology, with special focus on explicating the relationship between theory and practice. Key elements, concepts, and techniques associated with major theories of counseling are examined; identifying the strengths and limitations of each of the major theories, as well as commonalities and divergences among them. The course will help students formulate an initial personal theory of counseling from which to build as they evolve through the program. Exploration of Psychoanalytic, Humanistic, Cognitive, Behavioral, Systems and multi-cultural theory and technique are among the course foci. Prerequisite: None (3 units)

**219. Psychology of Group Counseling**

Introduction to small-group dynamics. Techniques of small-group leadership and experiential involvement in group process. The phases of natural group development and ethical, professional leadership are examined. Primary focus is on process-oriented, especially closed-ended groups. Lab group required concurrently. Prerequisites: 200 and 218; 221 co-requisite; 220 is strongly recommended. (3 units)

**220. Research Methods**

Fundamentals of research and statistics in analyzing research in counseling and psychotherapy. Emphasis on the review, evaluation and interpretation of research literature, particularly in the areas of child development and counseling, and marital and family therapy. Discussion of formulations of research proposals and theses. Prerequisite: None (3 units)

**221. Group Counseling Lab**

This lab is an experiential application of the theories and principles learned in 219. This lab is taken concurrently with 219. Prerequisites: 200 and 218; 220 strongly recommended.

**224. Evidence-Based Treatments I: Research and Method**

This course focuses on literature review, analysis, and synthesis of research on the efficacy and outcomes of psychotherapy interventions. Students gain an understanding of how research can inform what techniques to practice in the therapy encounter and how those techniques should be implemented. The course involves constructing a review of the literature paper focused on the efficacy of particular treatments.

NOTE: Prior to the implementation of CPSY 214, students in the 90-unit MFT, LPCC and MPT/LPCC combined tracks had to enroll in this course and CPSY 225 in the same quarter. Prerequisites: None. (1.5 units) This course was replaced with CPSY 214. The course was discontinued in Spring 2015.

**225. Evidence Based Treatments II: Technique and Application**

This course builds on the knowledge base established in CPSY224 and focuses on

the application of evidence-based therapy techniques. Instruction focuses on evidence-based techniques from a variety of theoretical perspectives, including cognitive, behavioral, person-centered, and psychodynamic. Students learn how to apply these techniques in treating clients with a variety of disorders and psychosocial issues. Prerequisites: Students in the 90-unit MFT, LPCC, and MFT/LPCC combined tracks must enroll in this course and 224 in the same quarter with same instructor. (1.5 units) This was discontinued and replaced by CPSY 214.

### ***227. Counseling Process and Skills***

Intensive focus on the development of individual counseling skills through readings, discussion, experiential exercises, and feedback on skill development. Reviews of videotaped interviews enhance self-observation skills and understanding of therapeutic process. Prerequisites: 200 and 218. (3 units)

### ***228. Advanced Counseling Process and Skills***

An intensive skill-building class presenting an integrative model of individual therapy. Theory and interventions are based on process experiential (Emotion-Focused Therapy) and interpersonal (Time-Limited Dynamic, Control Mastery) approaches. The class offers students opportunities to (a) learn and practice strategies and techniques for working with process dimensions of therapy, (b) learn a wide range of therapy markers and the specific interventions recommended for each of them, (c) gain experience as counselors in supervised therapy mini-sessions, (d) practice advanced therapy skills during class, and (e) receive extensive feedback on their counseling skills. The class is particularly useful for students just before or during their practicum experience. Prerequisites: 200, 218 and 227. (3 units)

### ***230. Psychotherapy with Lesbian, Gay, and Bisexual Clients***

The focus of this course is the development of clinical skills and interventions to work with issues presented by lesbian, gay and bisexual clients. Therapeutic concerns of individuals, couples and families will be explored through readings, discussions, experiential exercises, and feedback on skill development. Prerequisite: CPSY 213. (3 units)

### ***231. Multicultural Counseling***

This class addresses the evaluation of the various models of psychotherapy as they relate to diverse populations and the influence of the mores and values of various ethnically and culturally diverse populations upon the counseling process. Within-group differences associated with culture, acculturation, and identity development are explored in depth. Self-exploration of racial/ethnic perceptions, attitudes, and experiences, as well as perceptions of gender, privilege, SES, class, and other issues. Review and evaluation of contemporary examples of multicultural research. Prerequisites: 200 and 218. (3 units)

### ***332. Psychotherapy with Transgender/Gender Nonconforming Clients***

In this course, students will develop clinical skills to work effectively with Transgender/Gender Nonconforming, Intersex, Genderqueer clients, and with others exploring alternative expressions of gender and sexuality. Readings, discussions, experiential

exercises, case studies, and feedback on skill development will be components of this class.  
*Prerequisite:* CPSY 213. (3 units)

**243. *Delinquent, At-Risk, and Nonconventional Youth: Trauma and Effects***

Concepts and characteristics of child and adolescent delinquency, including the effects of trauma, violence and abuse; gangs; substance abuse; teenage parenthood; and dropout, anti-social, and nonconventional behavior. Introduction to the treatment of these issues, including correctional education, special education, juvenile justice, and social welfare systems as well as effective practices for counselors, including crisis, safety, and weapons management among others. *Prerequisite:* None (3 units)

**244. *Correctional Psychology***

Principles and procedures of correctional psychology and correctional education, including current research on best practices. Discussion of pro-social development and skills, functional assessment and curriculum, correctional psychology, criminal justice, vocational programs, aggression reduction, prejudice reduction, life skills training, comprehensive systems, and treatment planning. Examination of therapeutic approaches and model programs. *Prerequisite:* None (3 units)

**245. *Transitional Treatment and Vocational Planning***

Program planning, treatment planning, effective transitions, and vocational planning for delinquent, at-risk, and nonconventional youth. Coordinating planning, existing processes (IEP, IFSP, ILP, ITP), and promoting future success. Functional assessment and intervention, program identification, placement, and support. Vocational education programs, training options, assessment, and instruments. Job development, recruiting, placement, and support. Impact of disability, criminality, lifestyle, and cognitive distortion. Thinking processes, distortions, and retraining. *Prerequisite:* None (3 units)

**246. *Applied Behavior Analysis in Correctional Psychology***

Principles and procedures of applied behavior analysis with applications to the correctional setting. Strategies for managing behavior problems. Assessment, documentation, and intervention for disruptive, aggressive, antisocial, and self-injurious behaviors. Primary emphasis on behavioral therapies with antisocial persons. *Prerequisite:* None (3 units)

**264. *Object-Relations Therapy***

An introduction to the central ideas and processes involved in the object-relations approach to psychotherapy. Critical concepts such as projective identification, transference/countertransference, the holding environment, internal objects, transitional phenomena, the therapeutic matrix, etc. are explored and practiced. Readings from the British school (Klein, Winnicott) and American (Ogden) are blended with clinical practice and discussion. *Prerequisites:* 200, 212, 216, and 218. (3 units)

**265. *Cognitive Behavior Therapy***

This course provides a “hands-on” approach to understanding the basic tenets of cognitive behavioral therapy (CBT). Beginning with a comprehensive review of the fundamental

concepts and research supporting CBT, students will learn about and practice cognitive behavioral therapy through didactic lectures, experiential learning, readings, group discussion, videos, and role plays. A primary focus in this class is practical applications of CBT, including relaxation training, activity scheduling, and development of treatment plans for diverse populations. Prerequisites: 200 and 218; 214 recommended. (3 units)

***266. Counseling the Adolescent***

The adolescent as studied from developmental, sociological, and psychological perspectives, with special emphasis on counseling strategies and action techniques appropriate to this critical transition age. Prerequisite: 200. (3 units)

***275. Ethical and Legal Issues in Counseling***

Study of professional, legal, and ethical issues that emerge in marriage and family counseling, psychotherapy, and private practice; understanding values as a method of critical thinking and behavioral analysis. Students confront such issues as confidentiality, clients' rights, mediation, as well as child, spousal/partner, and elder abuse. Prerequisites: 200 and 218. (3 units)

***276. Professional Orientation, Ethics, and Law in Counseling***

Study of licensing law and process, regulatory laws that delineate the profession's scope of practice, strategies for collaboration, and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. Prerequisites: 275. (1.5 units).

***280. Psychology of Aging and the Family***

An overview of the research on adult development, with an emphasis on large-sample longitudinal studies. Concepts and definitions of adulthood are explored. Primary emphasis is on the clinical utility and integration of stages of adulthood and both their empirical parameters and those presented in the world's great mythologies and contemplative traditions. Focus on identification and assistance with the transitional challenges of middle and late adulthood. Finally, theories of aging and issues that concern the elderly; dynamics and complexity of intergenerational families; social responses to aging and concerns of the extended family are integrated into practical counseling models for individual, family, and group therapy. Prerequisite: 200 and 216. (3 units)

***282. Gestalt Therapy for Individuals and Couples***

The theory and techniques of Fritz Perls and the Gestalt school. Emphasis on applications to family, individual, and couple counseling. Prerequisites: 200 and 218. (3 units)

***283. Theory and Practice of Jungian Psychotherapy***

Jung's classical model of the psyche is employed as the organizing focus for study of the basic theoretical concepts of complex theory, ego, Self, persona, shadow, anima/animus, archetype, collective unconscious, transcendent function, and the process of individuation. All classes are built around case material and illustrated with images from clients' dreams and drawings. Exercises are used as an opportunity for students to become acquainted with

Jungian emphasis on the proper symbolic attitude in the therapist, and the appropriate clinical use of the Jungian methods of amplification, active imagination, word association, and typology. Prerequisites: 200 and 218. (3 units)

**288. Existential Psychotherapy**

Among the major theories of psychotherapy, Existential Psychotherapy holds a place that both blends with other approaches and stands distinctly apart. Focused on the personal experience of meaning, this form of psychotherapy explores the inner world as the client creates it. Beginning with the thinking of Viktor Frankl, the course focuses primarily on the American approaches to existential therapy. Constructs employed include the centrality of choice, the tension between the fear of the unknown (freedom) and the stagnation of the status quo (security), the salience of the here-and-now experience of self and the therapist use of self. Although a theory class, significant portions of the class are clinical and pragmatic; exploring existential psychotherapy in film, demonstration and experimentation. Prerequisites: 15 units including CPSY 227. (3 units)

**291. Counseling for Grief, Loss and Trauma**

Explores psychological issues and skills in counseling people coping with loss, grief, and life-threatening illness, and other traumatic circumstances. Topics include: current theory and research on coping with and resilience to grief, loss, and trauma; assessment and therapeutic interventions with individuals and families; cultural and spiritual dimensions; the evolving philosophy and practice of hospice and palliative care; stress management for the therapist. The applicability of these concepts and skills to everyday psychotherapy practice is emphasized. Prerequisite: 200. (3 units)

**298. Psychology and Spirituality**

A comparative study of various Eastern and Western themes and schools of spirituality. In-depth exploration of the implications and relationship of these views to counseling psychology. The nature of the human person and criteria for assessing a person's spiritual-psychological health and growth; stages of development; teachings on how to guide or work with another; and views on such themes as authentic love, humility, guilt, and discernment. Prerequisite: 200. (3 units)

**300. Career Development and Life Planning**

Overview of the career development field, focusing on current career development and decision theory. Applications of theory across various settings (industry, clinics, schools, rehabilitation, etc.). Exploration of changing concepts of work and career. Examination of the meaning and spirituality of work, and of "calling," conscious life planning and lifestyle choices. Prerequisite: None (3 units)

**302. Formal & Informal Assessment in Career Development**

Familiarity with, and use of, current career assessment instrumentation. Evaluation of leading instruments; selection criteria governing use of instruments according to client needs. Interpretation of individual and group assessment data. Practice in completing the career counseling interview, including appropriate assessment and interpretation

Prerequisite: 300. Recommended: 318. (3 units)

Note: Required for 90 unit LPCC or LPCC/MFT Track only.

**308. Multidisciplinary responses to crises, emergencies, and disasters.**

This course focuses on trauma and the counselor's role in both immediate response and longer term recovery. Particular emphasis is placed on the clients' community and coordination of resources. Prerequisite: 200 and 291. (1.5 units)

**310. Independent Study**

Supervised course of study initiated by the student. A written proposal and course syllabus must be submitted to the Graduate Services Office by the end of the first week of the term in which the course will be conducted. The proposal must be approved with signatures from the faculty member of record and the Department Chair.

NOTE: Only Full-time faculty members may direct an independent study. (1-6 units)

**311. Psychology of Marriage Counseling**

Introduction to methods, theories, and techniques of premarital, marital, sexual, and divorce counseling. Initial focus is on normal relational development, followed by characteristic methods of intervention with relationship difficulties in a primary dyadic relationship. Couple relationships within the cultures most common in California are explored and integrated with the more generic foci. This class includes considerable media and experiential components. Prerequisites: 200, 212, 218, and 227. (3 units)

**312. Counseling for Contemporary Problems I**

Research, assessment, crisis intervention, and counseling methodology used in addressing the problems of child abuse, domestic violence, substance abuse and addiction. Provides an overview of the psychosocial factors and dynamics involved in the etiology and maintenance of these problems. Describes specific skills and interventions and related considerations used in working with clients, their families, and involved community agencies and resources.

Prerequisites: 227. (3 units) NOTE: This course will be discontinued after Spring of 2014.

**315. Family Therapy**

Introduction to systems theory (e.g., Structural, Bowenian, Strategic) and procedures appropriate to working with families. Opportunity to practice counseling with simulated families. Prerequisites: 212 and 227. (3 units)

**317. Therapeutic Interventions with Children**

A broad range of therapeutic interventions with children and families are presented, with a particular focus on play therapy. Case conceptualization, diagnostic formulation, and issues related to treatment planning are addressed. The influence of class, culture and ethnicity on the assessment/treatment process is explored. Prerequisite: 200, 216, and 218. (3 units)

**318. Clinical Assessment I**

Study of the therapeutic decision-making process in the context of psychopathology and the clinical setting. Emphasis on the recognition, classification, and understanding of abnormal

behavior. Traditional DSM diagnostic categories are studied, including mood disorders, anxiety disorders, psychosis, affective disorders, psychophysiological disorders, and other abnormal lifestyle patterns. Prerequisites: 200, 212, 216 and 218. (3 units)

### **319. Clinical Assessment II**

Emphasis on diagnosis and clinical judgment, including such issues as type of impairment, degree of impairment, predictability, and treatment plan, as well as sources of error judgment and how these errors are minimized. The use of individual, couple, and family assessment techniques, projective tests, personality inventories, and other instruments in a professional setting. Prerequisites: 318. (3 units)

### **320. Substance Abuse Treatment**

This class focuses on substances that are abused, the effect on the abuser, and treatment strategies in both individual and group psychotherapy modalities. Included are various clinical approaches to treatment; coordination of treatment with 12-step programs; co-occurrence of substance use with other disorders; understanding the stages of recovery; and working with adolescents. (3 units) Prerequisite: None (3 units)

### **321. Dual Diagnosis: Diagnosis and Treatment**

This class covers the complexities and interactions in the diagnosing and treatment of Axis I and Axis II disorders in the presence of substance abuse. Prerequisite: 320. (1.5 Units)

### **323. Psychopharmacology**

This is an introductory course designed for those without biological or medical training to provide a firm basis in practical neurophysiology and psychopharmacology. Course foci include the structure and functions of the nervous system, interactions of other organ systems, principles of pharmacodynamics and pharmacokinetics. The material is presented from a clinical orientation with illustrative case examples. Boundaries of practice and practical issues of assessment and referral are covered in depth. Prerequisites: 216, 218, 318. Can be taken concurrently with practicum. (3 units)

### **324. Biological Basis for Behavior**

This course examines the biological basis for neonatal to early childhood development and behavior. Emphasis is placed on an understanding of the positive and negative effects of environment on early brain development and their sequelae in later life, including development and behavior in adolescence, adulthood and old age. Prerequisites: 216 and 218. NOTE: This course was previously listed as 223.

### **328. Clinical Assessment: Issues in Child Diagnosis**

Study of diagnostic issues in working with pediatric psychiatric disorders. Emphasis on DSM diagnostic criteria and interviewing children, parents, and families. Special attention to developmental disorders affecting later stages of maturation. Prerequisites: 200, 216, 218, and 318. (1.5 units)

### ***330. Introduction to Counseling Practicum***

For students who have completed 18 units and want to gain pre-practicum hours of experience. The focus of the class is the initial counseling experiences for MFT track students. The class involves both field placement and ten hours of seminar/consultation class meeting and meets California MFT licensing requirements for practicum hours. Students will coordinate site placements through the Practicum Director. Topics include assessment, diagnosis, treatment planning, case management, cultural competency and counseling interventions. Prerequisites include CPSY 200, 216, 218, 219, 315, 317 and 318 (others may be determined by placement). One unit per term. May be taken up to three times. (1 unit)

### ***331A. Counseling Practicum: Agency***

Supervised counseling experiences in community services such as juvenile probation, mental health, community colleges, etc. To be taken in the second half of the counseling program, after completion of the counseling core. Weekly seminars for consultation and discussion with a supervisor on such topics as case management and evaluation, referral procedures, ethical practices, professional and client interaction, confidential communication, and inter-professional ethical considerations. By permission only; must begin in fall quarter. Arrangements with site must be made before the beginning of fall quarter. Enrollment of 331A is typically very small. Meetings with professor are individual and ongoing. Prerequisites: Nine core classes, 311, 315, 317, 318. (3 units per term; 6 units required)

### ***331H. Counseling Practicum: Health Psychology***

Counseling experience in health psychology. At a practicum site, students engage in health psychology-related work (e.g., research, counseling, health promotion). By permission; fall quarter only. Arrangements with site must be made before the beginning of fall quarter. Enrollment of 331H is typically very small. Meetings with professor are individual and ongoing. Prerequisites: Nine core classes and permission of instructor. (3 units)

### ***331L. Counseling Practicum: Latino Counseling***

At a practicum site, students engage in Latino counseling-related work. By permission; fall quarter only. Arrangements with site must be made before the beginning of fall quarter. Enrollment of 331L is typically very small. Meetings with professor are individual and ongoing. Prerequisites: Nine core classes and permission of instructor. (3 units)

### ***333. Counseling Practicum***

Supervised counseling experience designed specifically to meet California MFT and LPCC licensing requirements. Weekly seminars for consultation and discussion with a licensed supervisor on such topics as case management and evaluation, systems of care, community resources, advocacy issues, referral procedures, ethical practices, professional and client interaction, confidential communication, and documentation, among other issues. Prerequisites: Nine core classes; 311, 315, 317, 318, 319, and permission of instructor. Must begin in fall quarter. (3 units per term; 9 units required)

### ***351. Advanced Seminar in Family Therapy***

For students who have completed CPSY 312, 315, and 317 and wish to participate in advanced training in brief family therapy. Students will receive intensive training in conducting strength-based parent counseling (C.A.R.E. Parent Therapy). In addition, students will have the opportunity to conduct brief counseling with a parent(s) at a local community clinic. Recommended for students interested in family and child therapy, and short term approaches to treatment. Prerequisites: 218, 315. Recommended: 215 or 317. (3 units)

### ***360. Latino Psychology***

Designed to enhance the knowledge and skill components of their multicultural training (CSPY 231), with a specific focus on Latino cultures. An overview is offered of the Latino experience within a socio-political and psycho-social context, and implications for therapeutic interventions are explored. Topics covered include: culture and personality, acculturation and ethnic self-identification, gender role socialization, influence of family and other systems, educational achievement, religion and spirituality, traditional healing practices, immigration and diversity within the Latino population. Prerequisite: 231. (3 units)

### ***361. Special Topics in Multicultural Psychotherapy***

This course examines the special topic of Latino access to health care services; related topics of health care access and advocacy, and health education programs. Note: 90-unit LPCC and MFT/LPCC combined track students. (1.5 units)

### ***362. Individual Counseling Skills with Latino Clients***

Development of counseling skills within a cultural context. An examination is provided of how the counseling process is affected by cultural dynamics and counselor/client variables. Students will learn how to use cultural variables to help develop empathy and a strong working alliance with Latino clients. Discussion, demonstration and application of various therapeutic and treatment approaches. Feedback and supervision provided for specific skill development. Prerequisite: 200. Recommended: 231. (3 units)

### ***364. Interventions with Latino Families and Children***

Offers specific information on “therapy techniques” with Latino family members. The importance of setting for the “therapy” is examined. An enhanced understanding is proffered of common experiences Latino families have with various systems of care including schools, hospitals, community mental health agencies, and social service agencies. Within this framework, applied therapy techniques for children and families are examined. A strength-based, systems approach will be used to guide our discussions. Prerequisite: 200. Recommended: 231 and 360. (3 units)

### ***366. Spanish-Based Interviewing and Assessment***

Course conducted completely in Spanish. Emphasis will be placed on conducting client interviews, assessments, making recommendations, and providing instructions in Spanish. Use of advanced-level Spanish in job/field-related language contexts. Discussion of field-related articles and theories. Prerequisite: 200 and fluency in Spanish. (3 units)

### ***380. Positive Psychology and Health***

Introduction to “Positive Psychology and Health,” the empirical study of what leads humans to develop and flourish. Introduces theory, research and applications, exploring the implications of positive psychology for our understanding of health and illness. Topics include: What is health? Wholeness? Wellness? What makes people happy? How do you help people not merely survive, but thrive? How do we foster stress-related growth? What is the role of spirituality in health? What are positive psychological interventions? Students are encouraged to think critically about what it means to be healthy, and to reflect on personal experiences related to health and illness. Prerequisites: 200 and 218. (3 units)

***381. Health Psychology: Theory and Practice***

Introduction to health psychology theory, research, and practice, with a special focus on health promotion and health behavior change. Topics include: models of health and illness; biopsychosocial factors in illness; personality, health, and coping; social support and health; health assessment; models and strategies for health behavior change, including Prochaska’s stage model and motivational interviewing; issues and preventions with specific health behaviors; and health promotion in the workplace and other settings. Prerequisite: None (3 units)

***385. Stress and Stress Management***

Introduction to conceptual models of chronic stress in home, work, and community environments. Particular attention to methods and programs to assess, as well as alter, chronic stress. Emphasis is placed on the bio/psycho/ social factors in the etiology, maintenance, and modification of stress. Intervention methods are demonstrated and practiced. Prerequisite: None (3 units)

***388. Mindfulness and Psychotherapy: Theory, Research and Practice***

This course will focus on the construct of mindfulness and its applications to psychotherapy. An experiential and academic understanding of mindfulness will be emphasized. The experiential component will involve training in meditation and mindfulness practices. The academic component will involve rigorous examination of current research on the applications of mindfulness in health care, as well as exploration of current theories of mindfulness and its applications to clinical work. The intention of the course is to help students better understand the construct of mindfulness and how it can be applied in clinical practice as a technique for clients, a theoretical frame for therapists, and as a means of enhancing therapist skills, for example, empathy and attention. A final intention is for students to explore the potential benefits of mindfulness for their own self-care and self-inquiry. Prerequisite: None (3 units)

***389. Advanced Group Counseling***

For students who have completed 219 and wish advanced training in group leadership procedures. This class focuses on practices of group therapy, and on the complexities of parallel process and the transference/ counter transference issues in groups. Both practical and academic approaches are taken; each student applies classroom learning to an ongoing group process situation. Extensive use of videotape, role-playing, and hands-on practice. The class includes a required one-day “marathon” group session. Recommended for students

who expect to do group counseling and therapy in their post-master's employment.  
Prerequisites: 200, 218, 219, and 221. (3 units)

**390. *Advanced Seminar in Couples Therapy***

Specifically designed to help students conceptualize and plan treatment for couples. Stress on issues of structured and non-structured interviewing, transference and counter transference, and family of origin. Normally the class views and examines a "live case" or case scenarios through the term and/or class participation in problem-solving couples' difficulties and extensive case examples and role playing. Examination of divorce issues and alternative lifestyles. Prerequisites: 212, 227 and 311. (3 units)

**391. *Hypnotic Techniques in Counseling and Therapy***

Introduction to hypnotherapeutic techniques in the therapy context. Students learn to induce trance states and the appropriate application of these for therapeutic purposes. Emphasizes ethical utilization in both traditional and indirect hypnosis. The use of hypnosis as a part of psychotherapy is explored in depth. A clinically oriented course; research and literature are used to support the clinical application of hypnosis for such issues as pain control, memory retrieval, anesthesia, habit control, and direct therapy. Prerequisites: 200, 218, and 227. 15 units complete, must include 227. Usually taken on a pass/no pass. (3 units)

**395. *Advanced Object Relations Seminar: Clinical Techniques***

Advanced skill building. Course addresses technique-related topics relevant to the growth and development of the skilled Object Relations therapist. Course focuses in depth on different topics during different terms. Topics range from developing a clinical stance, to uses of interpretation, working in the transference, working with countertransference and projective identification, working with frame issues, working with the schizoid patient, working with the narcissistic patient, the technical Winnicott, the technique papers of Freud, etc. Course will include relevant readings, presentations of case material, and experiential clinical practice. Prerequisite: 200, 212, 216, 218, 264 or permission of instructor. (3 units)

**399. *Thesis***

Optional course; usually selected by candidates preparing for doctoral studies. The thesis should concern a recognized problem in the student's field of specialization, should make a scholarly contribution to the extant body of knowledge in this area, and should review the principal sources of knowledge. Format should follow the guidelines established by the American Psychological Association. Supervision and review of the thesis provided by faculty member(s) designated by the chair of the Department of Counseling Psychology. Students may replace the Comprehensive Examination with completion of an approved thesis. Requirements for thesis submission are negotiated with the thesis faculty director. (1-6 units) See the University website for directions for submitting the completed thesis.



## Practicum Worksheet: Looking for a Practicum Site

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### Look through the Practicum Binder:

The Field and Practicum Binder is located at the Administrative Assistant's desk. Select the first 8-10 sites that most interest you. List the site names below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

The Practicum Binder is a collection of clinical sites that contain descriptions of clinical sites throughout the Bay Area.

Interviewing information is made available at the bottom of each sheet. This information should describe how each site would like to be contacted (i.e. send a resume, call to make an appointment etc.) If the information is not clear please call the site for interviewing dates and details.

Interviewing for a practicum site is like looking for a job. You will interview with various sites and eventually choose one that presents itself as the best match. You will probably be contacting the sites and conducting interviews from Winter through Spring quarter. Once you have mailed your resume and set-up an interviewing schedule, continue with the next steps.



## Practicum Worksheet: Evaluating Quality Sites and Supervision

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When you are exploring or interviewing at potential sites, pay close attention to the following items to help you assess the quality of supervision that is offered. Many of the sites you will evaluate will have some of the features listed below. Few sites will have them all. Consider this list for each site you are interviewing; it will be a helpful tool in your decision-making process.

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Site: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_ Person(s) Met: \_\_\_\_\_

\_\_\_\_ One hour individual and two hours of group clinical supervision per week.

\_\_\_\_ Orientation program for trainees before the work begins.

\_\_\_\_ On-going training in topic's relevant to the client/therapist relationship (i.e. transference and counter transference, CPS reporting, etc. These training topics will vary and are made available at the discretion of the practicum site.)

\_\_\_\_ Audio taping

\_\_\_\_ Video taping

\_\_\_\_ One-way mirror

\_\_\_\_ Role Play

\_\_\_\_ Case write up and presentation in individual and /or group supervision.

\_\_\_\_ Co-therapy with licensed supervisor in individual, couple, family, and/ or group therapy.

Notes:

All Practicum forms can be found at  
<http://www.scu.edu/ecp/student-services-and-forms/forms/>