Master of Science in Counseling:
Option in Rehabilitation Counseling

STUDENT HANDBOOK

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This Student Handbook follows CACREP standard 1.N: The student handbook includes (1) the mission statement of the academic unit and program objectives, (2) information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students, (3) matriculation requirements, (4) expectations of students, (5) academic appeal policy, (6) written endorsement policy explaining the procedures for recommending students for credentialing and employment, and (7) policy for student retention, remediation, and dismissal from the program.

PLEASE NOTE: Additional important information is contained in (a) the Cal State LA University Catalog at

http://ecatalog.calstatela.edu/index.php

and (b) the Graduate Student Handbook 2018-2019, and for future updates point your browser to the Office of Graduate Studies website at

http://www.calstatela.edu/graduatestudies

These important regulations and procedures are not given duplicate coverage here. The supervised practice portion of the program is discussed in detail in the Supervision Handbook.

Our Website

You will also find much of the information within this Student Manual posted at

http://www.calstatela.edu/academic/ccoe/programs/ms_rehab

where we list the core counselor education program faculty, the program related certificates, including admissions criteria, accreditation status, methods of instruction, minimum degree requirements, matriculation requirements, and financial aid information. CACREP Standard 1.B

Introduction to Our Program

The Master of Science in Counseling, Option in Rehabilitation Counseling program at Cal State LA, prepares aspiring rehabilitation counselors for careers that assist people with disabilities to live fulfilling lives. The curriculum uses a holistic approach to address the medical, psychological, and social aspects of disability.

The program admits 36 students each fall for full-time graduate study and currently has two full time faculty and six adjunct faculty members. The 70-semester-unit program requires three years to complete, has a near perfect graduation rate, and prepares counseling professionals for a uniquely qualified scope of work. Many of our students have job offers prior to completing their graduate program. Graduates go on to work in a wide range of rehabilitation-related settings with competitive wages and opportunities for advancement.

October 31, 2019
Accreditation

The Western Association of Schools and Colleges (WASC) accredits Cal State LA. The Master of Science in Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Research suggests CACREP graduates perform better on certification examinations, an important measure of student success. CACREP accreditation is the recognized training standard for counselors by the Institute of Medicine and the Veterans Administration, allowing our students access to competitive employment opportunities. CACREP-accredited curricula are consistent with state counselor licensure laws including California, affording a pathway for our students to licensure and portability of that license.

Mission Statement and Program Objectives

CACREP Standard 1.N., the mission statement of the academic unit and program objectives

Mission

The mission of the Master of Science in Counseling, Option in Rehabilitation Counseling Program is to recruit, retain, and graduate students from a remarkably diverse urban center to become rehabilitation counselors prepared to perform the full scope of practice of the profession. The Program creates a learning environment that creates a professional rehabilitation counselor identity. Graduates will be qualified to provide the full scope of rehabilitation counseling-related services to individuals who have disabilities in order to maximize their personal and professional potential. Program faculty systematically evaluate and improve the program based on student and community stakeholder feedback on the following program objectives:

1. Recruit applicants from a remarkably diverse urban center
   a. Distribute program brochures via e-mail
   b. Enhance our web presence
   c. Present on the program to relevant organizations, agencies, classes at Cal State L.A., and other colleges and universities
   d. Networking with employers at practicum and internship sites
2. Retain enrolled master’s students
   a. Encourage participation in the student Rehabilitation Counseling Association and other rehabilitation-related state and national organizations to further develop their professional identity
   b. Provide accurate, timely, and effective advisement throughout the academic year
   c. Help students remedy academic difficulties
3. Deliver the CACREP-accredited curriculum in rehabilitation counseling
   a. Students will be oriented to the roles and functions of specialty areas in counseling and related ethical, legal, and professional issues (COUN 5001, 2.F.1)
   b. Students will recognize the richness and uniqueness of socially and culturally diverse populations, providing equitable services to all individuals (COUN 5103, 2.F.2)
c. Students will be able to recognize consumers’ strengths and capabilities throughout their lifespan (COUN 5000, 2.F.3)

d. Students will establish their knowledge and expertise in career development, the world of work, and the vocational implications of disability, including the knowledge to assist with issues of accommodation and accessibility (COUN 5140, 5149, 2.F.4)

e. Students will develop effective individual counseling strategies (COUN 5005, 5114, 2.F.5)

f. Students will develop effective group counseling strategies (COUN 5160, 2.F.6)

g. Students will be able to select, administer, score, and interpret common assessments in counseling (COUN 5002, 2.F.7)

h. Students will be able to appropriately evaluate the effectiveness of interventions and programs (COUN 5003, 2.F.8)

i. Students will obtain practical experiences in working with people with disabilities in community, public, private sector agencies, and colleges and universities within an urban environment (COUN 5187, 5188, Section 3)

j. Students will promote the dignity and worth of all individuals, and advocate for people with disabilities so that they receive maximum benefit and equitable treatment in society (COUN 5103, 5140, 5149, 5.H)

k. Students will identify the medical and psychosocial aspects of a wide range of disabilities (COUN 5111, 5142, 5143, 5.H.2.b, c, d, e)

l. Students will be able to conceptualize an individual’s functioning, disability, and health and develop a related program of treatment (COUN 5111, 5142, 5143, 5.H.2.b, c, d, e)

4. Graduate and place 100% of enrolled students.

   a. Share with students and graduates job postings on our website

   b. Follow-up on and document alumni employment

   c. Follow-up on CRCC exam results

   d. For students pursuing counselor licensure, follow-up on post-master's supervised hours, State Ethics and Law exam, and performance on the NCMHCE.

   d. After two-years of employment, create supervised practice opportunities for future students

The Rehabilitation Counseling Profession

Rehabilitation counseling is a systematic process which assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process.

The counseling process involves communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions. The specific techniques and modalities utilized within this rehabilitation counseling process may include, but are not limited to:

- Assessment and appraisal
• Diagnosis and treatment planning
• Career (vocational) counseling
• Individual and group counseling treatment interventions focused on facilitating adjustments to the medical and psychosocial impact of disability
• Case management, referral, and service coordination
• Program evaluation and research
• Interventions to remove environmental, employment, and attitudinal barriers
• Consultation services among multiple parties and regulatory systems
• Job analysis, job development, and placement services, including assistance with employment and job accommodations
• The provision of consultation about, and access to, rehabilitation technology


As graduates from the Master of Science degree in Counseling, Option in Rehabilitation Counseling, one may find work in a variety of settings:

• Assisted and Independent Living Facility
• Community College or University
• Community Rehabilitation Center
• Correctional/Detention Center or Prison
• Disability Management/Insurance Company
• Employee Assistance Program
• Forensic Rehabilitation Setting
• Hospital: Traditional, psychiatric, or Rehabilitation
• Non-Profit Rehabilitation Agency (Easter Seals, Goodwill, Jewish Vocational Services, United Cerebral Palsy)
• Private Practice
• Secondary School
• Senior Citizen Center
• Skilled Nursing Facility
• Social and Human Services Office
• Unemployment/Employment Services Office
• Veterans Affairs Department
• Workforce Development Center
• Youth Guidance Organization

Graduates may hold a variety of positions:

• Career/Vocational Counselor
• Case Manager
• Certified Rehabilitation Counselor (CRC)
• College Career Planning Counselor
• Instructor
• Coordinator for Student Disability Services
• Employment Officer
• Grant Administrator
• Life Care Planner
• Long-term Disability Specialist
• Mental Health/Clinical Counselor (Licensed Professional Clinical Counselor, LPCC)
• Rehabilitation Agency Director
• Researcher
• Residence Counselor
• State Vocational Rehabilitation Counselor (Qualified Rehabilitation Professional, QRP)
• State Vocational Rehabilitation Team Leader
• Substance Use/Addictions Counselor
• Testing Specialist/Vocational Evaluator
• Transition Services in Secondary Schools
• Veterans Affairs Vocational Rehabilitation Counselor
• Vocational Expert in Forensic Rehabilitation Counseling

Bureau of Labor Statistics 2018, Largest Employers of Rehabilitation Counselors:

• Community and vocational rehabilitation services: 30%
• Individual and family services: 18%
• State government, excluding education and hospitals: 13%
• Nursing and residential care facilities: 12%
• Self-employed workers: 8%

Job outlook for 2018-2028

10% growth which is faster than average, resulting in over 11,800 new positions

Cal State LA Master of Science in Counseling Program Structure

The Option in Rehabilitation Counseling is one of four graduate-level counselor education programs housed in the Division of Special Education and Counseling within the Charter College of Education. The other three programs are Applied Behavior Analysis, School-Based Family Counseling, and School Psychology. The division also offers a B. S. degree in Rehabilitation Services, and a Minor in Rehabilitation Services.

Student Recruitment, Eligibility for Application and Admission

CACREP Standard 1.L.1-4

CSULA and the MS in Counseling, Option in Rehabilitation Counseling Program serve the culturally and linguistically diverse population of the urban community that is Los Angeles and the surrounding area. The program recruits qualified individuals with strong interests in working
with people who have disabilities. It is the philosophy of the program to include in recruitment efforts persons with disabilities and individuals from culturally diverse backgrounds.

Applicants to the program must meet the academic requirements for Classified Graduate Standing described in the Cal State LA General Catalog. Additional requirements are discussed in the Student Advisement Handbook for Master’s Degree Programs.

Entry into the Option in Rehabilitation Counseling involves two separate admissions processes. First, the Cal State LA Graduate Admissions Office requires (a) a completed application form, (b) official transcripts of all college and university work, and (c) an application fee. The online application is available through Cal State Apply on the Cal State LA website. The General Catalog and each semester’s Schedule of Classes discuss details such as the number of copies of transcripts, deadline dates, and the application fee. Inquiries concerning the general Cal State admissions process should be addressed to the Admissions Office.

In addition, the MS in Counseling, Option in Rehabilitation Counseling requires a separate application form, official transcripts, two letters of reference, and a personal interview. The application is to be completed and submitted online. All of this information can be found at the following link:  http://www.calstatela.edu/academic/cco_e/programs/ms_rehab

Applications are due by January 15 of the year for which the student is applying. When the Charter College of Education has received an applicant's completed application form, transcripts, and reference letters, the applicant file is defined as "complete," an admissions interview may be scheduled. Among other qualifications, applicants are expected to have (a) experience (paid work, volunteer work, other life experiences) which provides a sound basis for choosing a career working with people; (b) sufficient knowledge about the work of rehabilitation counselors to provide a reasonable basis for choosing to undertake training in this work; and (c) skill at recognizing and responding to the ideas and feelings expressed by other people. These issues will be evaluated through the application form and interview. Upon completion of interviews, applicants will be notified by e-mail concerning their admission.

**Expectations of Students**

*CACREP Standard 1.N.4, expectations of students*

Students are expected to review this Student Manual, the Supervision Manual, and all Cal State LA-related policies and procedures reviewed in all syllabi.

**Student Conduct**

The Charter College of Education faculty members assume that all students will conduct themselves as mature citizens of the campus community and will conduct themselves in a manner congruent with university policies and regulations. Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see Student Conduct: Rights and Responsibilities, and Student Discipline, Cal State LA eCatalog):  https://www.calstatela.edu/studentservices/california-code-regulations-standards-student-conduct
Academic honesty is expected of all students in the Charter College, in accordance with University policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest act.

Also, information on student rights and responsibilities, academic honesty, standards of conduct, etc., can be found in Schedule of Classes for the current semester visit the Cal State LA Schedule of Classes Information under Policies and Procedures.

Other questions about university policies on student and academic support can be answered at the following Web portals:

Information on Cal State LA student support resources for students: Student Services
Information on CSULA academic support resources for students: Academic Support
Information for students on how to be a successful online student and how to use Canvas: Canvas Community.

Services for Students with Disabilities

Students are responsible for registering with the Office for Students with Disabilities if they require reasonable accommodations. For more information visit the Office for Students with Disabilities home page http://web.calstatela.edu/univ/osd/atlc.php.

Personal Counseling Services for Students

CACREP Standard 1.H, The institution provides information to students in the program about personal counseling services provided by professionals other than counselor education program faculty and students.

Counseling and Psychological Services (CAPS) provides confidential and non-judgmental help with your personal growth and psychological wellness. CAPS specializes in mental health services which can help you express thoughts and feelings, gain perspective, alleviate emotional symptoms, improve coping skills, and make healthy changes in your life. http://www.calstatela.edu/studenthealthcenter/caps

Competency with Technology

Courses in the Charter College of Education (CCOE) require a high level of technological literacy along with access to current technology in order to assure student success. In all undergraduate, credential, certificate, and graduate courses, students in the CCOE are expected to:

- Have access to an internet accessible device that will meet the technology requirements of the course in which the student is enrolled.
- Have sufficient working knowledge of this device, its applications and operating system to use it for their classes, as well as how to keep its operating system and application up-to-date.
• Use a Cal State LA email account for all course and university-related communication.
• Access the current campus learning management system (e.g. Canvas) on a regular basis as required by the course in which they are enrolled.
• Use campus technology resources including the Cal State LA portal, Open Access labs and ITS Help Desk as needed: the ITS Helpdesk Student Resources page. Information on CSULA technical support resources for students: Technical Support

Students should anticipate that their use of these skills will be integrated into courses within their programs. Students who are unable to meet any of the above expectations are strongly advised to take an introductory technology course or ITS workshop upon enrollment in the Charter College of Education

**Student Advisement, Retention, Remediation, and Dismissal**

CACREP Standard 1.O, policy consistent with institutional due process policies and with the counseling profession’s ethical codes and standards of practice.

**New Student Orientation**
CACREP Standard 1.M

Prior to fall semester, typically mid-May, the program provides a new student orientation during which this Student Manual is disseminated and discussed, students’ ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.

**Student Advisement**
CACREP Standard 1.P

Students in the Option in Rehabilitation Counseling are advised based on the first letter of their last name, distribution among faculty will be determined at the beginning of the student’s program. In addition, students can refer to the Charter College of Education Student Advisement Handbook for Master’s Degree Programs for information on graduate advisement.

A student should meet with this advisor at least once each semester to discuss professional goals, course selections, fieldwork, and progress through the program. As preparation for advisement sessions, we recommended that students (a) review this Manual and the Supervision Manual; (b) review academic records showing which courses have already been taken; (c) consult the current Schedule of Classes and bulletins issued by the Counselor Education faculty regarding the scheduling of each course in future semesters; and (d) make tentative plans for the next few semesters, taking into account the year's planned schedule.

**Responsibilities of Students**
Advance planning is essential as most courses are offered only once a year. We offer the following general recommendations:

1. Complete a program plan with your advisor; it is required for credit for COUN 5005.
2. Apply for “advancement to candidacy” after completing 16 units. To be advanced to candidacy you need credit in COUN 5005. Forms are available in the Charter College of Education Office of Graduate Study.
3. Complete all coursework on your program plan with a minimum “B” (3.0) overall GPA and a minimum “C” grade in all courses, with no incompletes.
4. Students who are considering a thesis should take COUN 5003 as soon as practicable. The COUN 5003 assignment is a good place to begin planning a thesis or project.
5. Students who take the comprehensive examination should plan to do so in their final Spring semester.
6. Deadlines should be carefully noted on a personal calendar. The Charter College of Education Student Advisement Handbook for Master’s Degree Programs, the Supervision Manual, and each semester’s Schedule of Classes specify deadlines.
7. Students should keep in a safe place all correspondence and other records concerning their relationship with Cal State LA. These materials are very helpful in planning. Further, they can be a good way to have at hand the information needed to complete future applications for employment, certification, or the like.
8. Apply for graduation two semesters before you plan to graduate. The degree will be posted for the semester in which you complete all requirements for the degree.

**Responsibilities of Advisors**

(1) Make up a list of your advisees and a file for each one, including current telephone number and address.
(2) Make sure each advisee meets with you at least once per semester, and submits grade reports to you regularly.
(3) Counsel and help develop a plan of action for any student earning less than a 3.25 grade point average.
(4) Make sure the student has reviewed and followed the procedures within the Charter College of Education Student Advisement Handbook for Master’s Degree Programs.
(5) Students who fail to take classes for more than two consecutive semesters will be disenrolled by the university unless they fill out a “leave of absence” form. They will then have to re-apply to the university.
(6) Encourage students in need of financial assistance to look into the many loans and scholarships available at CSULA.
(7) Remember that a little encouragement may convince a student to remain in school.

**Student Retention**

It is the philosophy of the faculty of the Rehabilitation Counseling Program option that every student is a valued individual who has special characteristics, needs, and abilities. Our students are planning careers in the helping professions with the goal of improving the lives and worth of people seeking their services. The programs have developed and implemented this retention policy based on this philosophy.
(1) Carefully review the Charter College of Education Student Advisement Handbook for Master’s Degree Programs.

(2) See your assigned advisor at least once per semester. If you do not know whom your advisor is, see any advisor and he or she will direct you to the correct advisor.

(3) As soon as you receive your grades each semester, make a copy and submit it to your advisor. Discuss any deficient grades. It is your responsibility to do this each term.

(4) Rather than attempting to complete a program too quickly, consider taking fewer courses each term so you will have sufficient time to do well in each course you take.

(5) If your grade point average (GPA) falls below 3.25, see your advisor to develop a plan for improvement.

(6) Get to know your course instructors. See each instructor during office hours immediately if you do poorly on an assignment or examination; do not wait until the last week or two of classes. Remember, most academic problems can be resolved. It is a good idea to get to know your instructors even when you are not having problems.

(7) You must make up an “Incomplete” (IN) grade within one year or the grade automatically becomes a “Fail” (F) which cannot be removed.

(8) If you are in financial need, apply for CSULA’s many financial loans and scholarships. Your advisor has further information.

(9) Your degree is very worthwhile and valuable to you; the faculty wants you to succeed at Cal State L.A. and in your future career.

**Academic Appeal Policy**

*CACREP Standard 1.N.5, academic appeal policy*

The academic appeal policy for graduate studies can be found in the Graduate Student Handbook at [http://www.calstatela.edu/graduatestudies](http://www.calstatela.edu/graduatestudies)

**Policy for Student Recommendations**

*CACREP Standard 1.N.6, written endorsement policy explaining the procedures for recommending students for credentialing and employment*

Students requesting faculty recommendations for certification, licensure, or clinical supervision opportunities or employment should make their request via email (e.g. dpeters3@calstatela.edu; hpaul@calstatela.edu) providing required contact information, access to forms if necessary, and any other useful information for the cause, providing no less than 3-weeks-notice. Exceptions to the 3-weeks-notice will be accommodated when possible.

**Student Remediation and Dismissal from the Program**

*CACREP Standard 1.N.7, policy for student retention, remediation, and dismissal from the program.*
Our program adopts and adheres to two ethical codes, the first from the American Counseling Association, 2014 ACA Code of Ethics
https://www.counseling.org/resources/aca-code-of-ethics.pdf
and the second from the Commission on Rehabilitation Counselor Certification, Code of Professional Ethics for Rehabilitation Counselors
The codes are very complementary with a few differences that reflect the scope of practice of rehabilitation counselors. If a student engages in behavior(s) that violate these ethical codes while in the program, program faculty and University administration follow their due process policies in determining the basis for remediation and/or dismissal from the program.

Prior to any formal process of dismissal, faculty will meet with a student who has engaged in behavior(s) that violate these ethical codes, or if the student appears unable to perform the essential functions of a graduate student in training, to discuss ways to possibly remediate the difficulties present. Program faculty members will consult within the program and involve the Division Chair if it appears necessary. The program faculty may consult with the Associate Dean or Dean when necessary.

As mentioned earlier under Student conduct, inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see Student Conduct: Rights and Responsibilities, and Student Discipline, Cal State LA eCatalog):
https://www.calstatela.edu/studentservices/california-code-regulations-standards-student-conduct

Also, information on student rights and responsibilities, academic honesty, standards of conduct, etc., can be found in Schedule of Classes for the current semester visit the Cal State LA Schedule of Classes Information under Policies and Procedures.

Professional Organizations

CACREP Standard 1.N.2, Information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students

Students in the program are encouraged to join and participate in professional organization associated with counseling and rehabilitation counseling. Most organizations offer student memberships at reduced rates. Students and graduates are encouraged to join and take active roles in these organizations.

Rehabilitation counselors have a number of national organizations representing their interests. Among them are the American Rehabilitation Counseling Association (ARCA, a division of the American Counseling Association, ACA), the National Rehabilitation Counseling Association (NRCA), the National Rehabilitation Association (NRA), the International Association of Rehabilitation Professionals (IARP) and the National Council on Rehabilitation Education (NCRE). Some of these national organizations have state and local affiliates. The California Association of Postsecondary Education and Disability (CAPED) California Association for Counseling and Development (CACD) are statewide organizations.
Students are also encouraged to join the Cal State LA student chapter of the Rehabilitation Counseling Association (RCA). This has been a very active student organization and is a subdivision of ARCA. See their website at https://rcacsula.wordpress.com/

**Matriculation Requirements (CACREP Standard 1.N)**

*CACREP Standard 1.N.3, matriculation requirements*

The M.S. in Counseling, Option in Rehabilitation Counseling program requires 70-74 total Semester units, of which 18 units represent supervised practice (Practicum and Internship). While taking 12-13 units per semester is considered a full-time graduate student, this program requires a minimum of three academic years (six semesters) of full-time study, or its equivalent in part-time study. Students may obtain transfer credit for equivalent courses taken in other recent graduate programs up to a maximum of 30% of their required coursework. No coursework taken over seven years ago will count toward a graduate degree.

Curriculum content includes counseling theory and practice, human development, career counseling; history and systems in the rehabilitation counseling profession, medical and psychosocial aspects of disability; sociocultural factors in counseling; assessment, case management, job development and work evaluation; research methods; diagnosis and treatment in counseling; and practicum and internship. The curriculum is described in greater detail in this manual.

Supervised practice includes 100 hours of practicum experience in COUN 5187. Forty of the 100 hours must be direct contact in providing counseling to people with disabilities. Students monitor their progress through weekly logs that are turned into their faculty supervisor. Practicum occurs during the spring semester of your second year.

Internship represents 600 hours of supervised rehabilitation counseling practice during two semesters in an agency under the supervision of a qualified professional. Los Angeles and the surrounding communities offer a rich variety of rehabilitation facilities in which supervised practice can be carried out. Practicum and internship are described in greater detail in the Supervision Manual.

In addition to satisfactorily completing required coursework and clinical practice, each student must pass a comprehensive examination or write a thesis. Most students take the comprehensive examination; students planning to continue their education in a doctoral program, or who have special research interests and abilities, may choose to write a thesis. We recommend that such students enroll in COUN 5219: Principles of Research and Program Evaluation in Counseling as early as practicable, and discuss the thesis possibility with an academic advisor.

**MASTER OF SCIENCE DEGREE IN COUNSELING OPTION IN REHABILITATION COUNSELING EFFECTIVE FALL 2019 SEMESTER**

The Option in Rehabilitation Counseling prepares students to (a) address the needs of individuals with disabilities and maximize their rehabilitation potential, which includes occupational and
personal efficacy and (b) function effectively as professional rehabilitation counselors in a variety of employment settings. The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Applications are considered once a year for admission to the Fall Semester.

A. REQUIRED CORE (19 units)

EDSP 5000  Disability in Schools and Society     3  
COUN 5000  Lifespan Human Development for Counselors     3  
COUN 5001  Ethical, Legal, and Professional Issues in Counseling     3  
COUN 5002  Assessment in Counseling     3  
COUN 5003  Research in Counseling     3  
COUN 5005  Individual Counseling Strategies     4  

B. OTHER REQUIRED COURSES (51 units)

COUN 5103  Multicultural Counseling     3  
COUN 5111  Diagnosis and Treatment in Counseling     3  
COUN 5113  Case Management in Counseling     3  
COUN 5114  Advanced Theories and Techniques in Counseling     3  
COUN 5160  Group Counseling     3  
COUN 5140  Introduction to Rehabilitation Counseling     3  
COUN 5142  Medical and Psychosocial Aspects of Disability Part A     3  
COUN 5143  Medical and Psychosocial Aspects of Disability Part B     3  
COUN 5149  Employment and Career Development     3  
COUN 5330  Trauma & Crisis Counseling     3  
COUN 5650  Substance Use and Co-Occurring Disorders Counseling     3  
COUN 5187  Supervised Practicum in Rehabilitation Counseling     6  
COUN 5188  Supervised Internship in Rehabilitation Counseling (6, 6)     12  

C. CULMINATING EXPERIENCE (0, 4 units)

COUN 5960  Comprehensive Examination or     0  
COUN 5990A*  Thesis Planning or COUN 5995A* Project Planning     2  
And  
COUN 5990B**Thesis or COUN 5995B** Project     2  

TOTAL UNITS 70-74

*Students who do a thesis or project are required to obtain advisor approval. 
** May be repeated once for credit.

Note: Students should expect to take the comprehensive examination (COUN 5960) during the final semester of study and must comply with college and division requirements.

Certificate Programs
Certificate in Applied Behavior Analysis

This program is designed for students who have obtained a master’s degree in either Psychology, Counseling, School Psychology, Teacher Education, Educational Administration, Special Education, or a related field, who wish to acquire the course content to become a behavior analyst and sit for the certification exam from the Behavior Analysis Certification Board to become a Board Certified Behavior Analyst. This postbaccalaureate credit certificate program is designed to prepare behavior analysts and provides practitioners, such as school psychologists, counselors, resource and program specialists, administrators, and others who work with students and teachers, the opportunity to develop specialized skills for designing, implementing and evaluating Applied Behavior Analysis programs in behavior management, motivation, consultation, and teaching. The certificate includes the following courses in counselor education (18 units) with a minimum B (3.0) average.

Required Courses
COUN 5010  Experimental Foundations of Applied Behavior Analysis (3)
COUN 5012  Legal and Ethical Issues in Applied Behavior Analysis (3)
COUN 5016  Applied Behavior Analysis (3)
COUN 5018  Behavioral Assessment and Interventions (3)
COUN 5022  Analysis and Application of Verbal Behavior (3)
COUN 6010  Research Methods in Single Subject Design (3)

Certificate in Clinical Counseling

The Certificate in Clinical Counseling is designed for those who hold or are obtaining a master’s degree in counseling, psychology, or a closely related profession, and who are seeking to apply for the Licensed Professional Clinical Counselor (LPCC) credential for the State of California, or any similar license in the United States (e.g., Licensed Mental Health Counselor, Licensed Clinical Professional Counselor).

Professional clinical counseling is the application of counseling interventions and psychotherapeutic techniques (cognitive, affective, verbal or nonverbal, systemic or holistic counseling strategies that include principles of development, wellness, and maladjustment that reflect a pluralistic society) to identify and remediate cognitive, mental, and emotional issues, including personal growth, adjustment to disability, crisis intervention, and psychosocial and environmental problems.

In addition to the option in rehabilitation counseling requirements, students completing the Certificate in Clinical Counseling will complete the following courses:

COUN 5112  Psychopharmacology for Clinical Counselors (3)
COUN 5115  Couples and Family Counseling (3)

Certificate in Higher Education and Career Counseling

This concentration in the Rehabilitation Counseling program is designed to train students to work in higher education colleges and universities with a specialty in disability. These students will be competent in: 1) providing and designing effective counseling services to higher education students; 2) evaluating social, psychological, educational, vocational, and cultural
issues as related to students with and without disabilities; and 3) assisting students to make the transition from high school to post-secondary education and beyond.

In addition to the general RCEP requirements (above), students completing the Certificate in Higher Education should complete the following courses:

**Required Courses:**

- COUN 5149 Employment and Career Development (3)
- SOC 5410 Seminar: Gender and Labor (3)
- COUN 5100 Counseling Students in Higher Education (3)
- COUN 5161 Seminar: Higher Education Counseling (3)

**Brief Descriptions of Courses**

- **COUN 5000 Lifespan Human Development for Counselors**
  Advanced theories of human development, including stages of personality, cognitive, career and social development across the lifespan.

- **COUN 5001 Ethical, Legal and Professional Issues in Counseling - Ethics in Counseling**
  Critical review of the ethical, legal, and professional issues in counseling-related professions.

- **COUN 5002 Assessment in Counseling**
  Knowledge and skills required to select, administer, score, and interpret psychological tests in counseling.

- **COUN 5003 Principles of Research and Program Evaluation in Counseling**
  Principles, procedures, and ethical considerations underlying collection, analysis, and interpretation of research data. Research psychometric concepts, development and implementation of program evaluation.

- **COUN 5005 Individual Counseling Strategies**
  Prerequisites: Admission to MS in Counseling program. Introduction to the various theories of counseling. Practical experience with techniques in individual counseling skills that apply to specific settings and are derived from specific theories of counseling.

- **COUN 5100 Counseling Students in Higher Education**
  Characteristics and problems of American college students; impact of college life on individual, psychosocial aspects of student culture and college environment as well as cultural differences.

- **COUN 5103 Multicultural Counseling**
  Effect of social environment and cultural group membership on behaviors related to counseling; relationship of social and cultural background to counseling practices; implications of cultural diversity

- **COUN 5111 Diagnosis and Treatment in Clinical Counseling**
First part of two-course sequence (COUN 5112), a review of differential diagnosis of psychiatric disorders from a biopsychosocial perspective. Survey of evidence-based psychotherapeutic treatments and contemporary pharmacotherapy for psychiatric disorders.

COUN 5112  Psychopharmacology for Clinical Counselors
A survey of evidence-based contemporary pharmacotherapy for psychiatric disorders.

COUN 5113  Case Management in Counseling
A review of the principles of case management in counseling, and their application to practice in the State of California. Practical application of these principles to vignettes and related case management documentation.

COUN 5114  Advanced Theories and Techniques in Counseling
Evidence-based psychotherapy approaches will be reviewed and applied to case vignettes, adopting a theoretical framework to inform future psychotherapy practice.

COUN 5115  Couples and Family Counseling
Applying principles of couples and family counseling theories and techniques to working with individuals from a systems perspective in psychotherapy.

COUN 5140  Introduction to Rehabilitation Counseling and Case Management
Prerequisite: Admission to the graduate rehabilitation option. Introduction to the profession of rehabilitation counseling, including study of roles and functions of rehabilitation counselors, and impact of disability. Study of case management and caseload management practices.

COUN 5142  Medical and Psychological Aspects of Disability, Part A
Research and practical implications for rehabilitation and counseling for adults with major physical and mental health conditions leading to disablement; etiology, therapy, and prognosis of rehabilitation.

COUN 5143  Medical and Psychological Aspects of Disability, Part B
Research and practical implications for rehabilitation counseling for adults with major physical and mental health conditions leading to disablement; ethology, therapy, and prognosis of rehabilitation.

COUN 5149  Employment and Career Development
Prerequisites: COUN 5005 and COUN 5140. Theories and practices of employment readiness for individuals with disabilities: job analysis, work evaluation, workplace, culture, job placement strategies, employer developments, benefits system, and accommodation.

COUN 5160  Group Counseling
Prerequisites: COUN 5005. Theory and practice of group processes, leadership, membership skills; group skills appropriate to school, college, agency settings; counseling group and guidance group processes; current research in group theory and practice.

COUN 5161  Seminar: Higher Education Counseling
Examination and investigation of critical issues in higher education counseling. Seminar reports required.
COUN 5330  Trauma and Crisis Counseling
Theory, intervention strategies, and treatment models to support and counsel individuals and families in crisis. Crisis management to help communities and schools develop effective, responsive crisis management programs and trauma treatment services.

COUN 5650  Substance Use and Co-Occurring Disorders Counseling
Advanced review of substance related disorders and evidence-based treatment with an emphasis on motivational interviewing for counselors.

EDSP 5000  Disability in Schools and Society
Historical and contemporary views of disability and their impact on the individual and society. Civil rights legislation and court cases relating to disability. Models for supporting learners with disabilities in schools. Providing related services, interagency collaboration, and advocacy for lifelong support for individuals with disabilities.

COUN 5187  Supervised Practicum in Rehabilitation Counseling
Prerequisites: COUN 5005, consent of instructor, application filed by division deadline. Supervised professional practice. Course requires 100 hours of practice, 40 of which must be in direct contact with clients, the remainder of which is indirect contact. Grade CR/NC only

COUN 5188  Supervised Internship in Rehabilitation Counseling
Prerequisites: COUN 5005; COUN 5187, consent of instructor; application filed with division by division deadline. Supervised professional experience. One unit requires 75 hours of practice. Grade CR/NC only. Must be repeated to a total of 8 units.
## Roadmap for Three Years of Full-time Study  
**Cal State LA Master of Science in Counseling, Option in Rehabilitation Counseling**

<table>
<thead>
<tr>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>Certificate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>COUN 5001 Ethical, Legal, and Professional Issues in Counseling (3)</td>
<td>COUN 5002 Assessment in Counseling (3)</td>
<td>COUN 5000 Lifespan Human Development for Counselors (3)</td>
<td>COUN 5115 Couples and Family Counseling (3) (CCC)</td>
</tr>
<tr>
<td>COUN 5005 Individual Counseling Strategies (4)</td>
<td>COUN 5114 Advanced Theories and Techniques in Counseling (3)</td>
<td>COUN 5003 Research in Counseling (3)</td>
<td>COUN 5161 Seminar: Higher Education Counseling (3) (CHECC)</td>
</tr>
<tr>
<td>COUN 5111 Diagnosis and Treatment in Counseling (3)</td>
<td>COUN 5650 Substance Use and Co-Occurring Disorders Counseling (3)</td>
<td>COUN 5113 Case Management in Counseling (3)</td>
<td></td>
</tr>
<tr>
<td>COUN 5140 Introduction to Rehabilitation Counseling (3)</td>
<td>EDSP 5000 Disability in Schools and Society (3)</td>
<td>COUN 5188 Supervised Internship in Rehabilitation Counseling (6)</td>
<td>COUN 5112 Psychopharmacology for Counselors (3) (CCC)</td>
</tr>
<tr>
<td>13 units</td>
<td>12 units</td>
<td>15 units</td>
<td>COUN 5100 Counseling Students in Higher Education (3) (CHECC)</td>
</tr>
</tbody>
</table>

### Certificate Courses

<table>
<thead>
<tr>
<th>Certificate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 5115 Couples and Family Counseling (3) (CCC)</td>
</tr>
<tr>
<td>COUN 5161 Seminar: Higher Education Counseling (3) (CHECC)</td>
</tr>
</tbody>
</table>

**Thesis or Project Students will enroll in COUN 5990A and 5990B (Thesis) or COUN 5995A and 5995B (Project). Schedule subject to changes.**
CERTIFICATION AND LICENSURE

Certified Rehabilitation Counselor (CRC)
https://www.crccertification.com/

The Commission on Rehabilitation Counselor Certification (CRCC) is the world's largest rehabilitation counseling organization dedicated to improving the lives of individuals with disabilities. CRCC sets the standard for competent delivery of quality rehabilitation counseling services through its nationally accredited and internationally recognized Certified Rehabilitation Counselor (CRC) certification program and serves all rehabilitation counseling professionals through the CRCC COMMUNITY.

- CRCC is the world’s largest rehabilitation counseling organization with nearly 16,000 current CRCs.
- The CRC certification program is accredited by the National Commission for Certifying Agencies (NCCA).

The designation of Certified Rehabilitation Counselor (CRC) is an indication of an advanced level of specialized education and training, an adherence to rigid standards of ethical practice, and an ongoing commitment to lifelong learning. Rehabilitation counselors who have earned the CRC designation possess a marketable and valued credential that distinguishes them from other counseling professionals. CRC certification also establishes a recognizable point of differentiation with employers and clients that promotes consumer confidence and protection in the workplace.

The CRCC COMMUNITY, the first online professional community built exclusively to serve all rehabilitation counseling professionals, provides state-of-the-art professional networking capabilities (CRCC ENGAGE), enhanced career management services (CRCC ASPIRE), and CRCC’s own brand of quality and engaging continuing education (CRCC e-UNIVERSITY).
https://www.crccertification.com/CRCC-COMMUNITY

Counselor Licensure (LPCC)

This section of the Student Manual describes how the Master of Science in Counseling, Option in Rehabilitation Counseling, with the addition of the Certificate in Clinical Counseling, prepares a graduate to apply for counselor licensure as a Licensed Professional Clinical Counselor (LPCC). The coursework and supervision provided at Cal State LA prepare clinical counselors with unique specialization in disability, health, and function via rehabilitation counseling.

What follows is a brief overview of the LPCC, descriptions of the scope of practice for Clinical Counseling, a summary of the requirements for the LPCC in California, a comparison of State requirements with Cal State LA curriculum, requirements for pre-graduate practicum, and post-graduate requirements for internship and examination requirements leading to licensure as an LPCC. Readers are ultimately responsible for their preparation and should reference the online Cal State LA catalog http://ecatalog.calstatela.edu and the BBS website http://www.bbs.ca.gov
What is an LPCC?

LPCCs apply counseling interventions and psychotherapeutic techniques to improve mental health. The LPCC in the State of California is one of three licensed professionals (i.e. LCSW, LMFT) approved as independent mental health practitioners to perform psychotherapy by the California Board of Behavioral Sciences (BBS). The BBS considers these licenses to be on par with each other in performing psychotherapy within their scope of practice based upon training and supervision.

How do LPCCs compare with MFTs and LCSWs?

Licensed Professional Clinical Counselors (LPCCs, a.k.a. LPCs, LCPCs, LCMHCs), number over 162,000 nationwide (American Counseling Association [ACA], 2017), with over 1,400 LPCCs in California, and over 1,900 registered as Associate Professional Clinical Counselors (post graduate supervisees; Board of Behavioral Sciences [BBS], 2017). By comparison, Licensed Marriage & Family Therapists (LMFTs) number about 70,000 nationwide (American Association for Marriage and Family Therapy [AAMFT], 2017), with 35,000 in California (BBS, 2017). Finally, Licensed Clinical Social Workers (LCSWs) number about 241,000 nationwide (ACA, 2017) with 22,000 in California (BBS, 2017).

LPCC Specialty Areas

LPCCs must take coursework in specialty areas, which can ultimately relate to a variety of employment opportunities:

- Rehabilitation counseling
- School counseling
- Mental health counseling
- Marriage and family counseling
- Creative arts counseling
- Career counseling

The Scope of Practice of Clinical Counseling

The California Board of Behavioral Sciences (BBS) http://www.bbs.ca.gov/ is the entity that governs the Licensed Professional Clinical Counselor (LPCC) credential. The scope of practice of an LPCC as indicated in Section 4999.20 of the relevant code:

Professional clinical counseling is the application of counseling interventions and psychotherapeutic techniques (cognitive, affective, verbal or nonverbal, systemic or holistic counseling strategies that include principles of development, wellness, and maladjustment that reflect a pluralistic society) to identify and remediate cognitive, mental, and emotional issues, including personal growth, adjustment to disability, crisis intervention, and psychosocial and environmental problems. Professional clinical counseling includes conducting assessments (limited by law) for the purpose of establishing counseling goals and objectives to empower individuals to deal adequately
with life situations, reduce stress, experience growth, change behavior, and make well-informed rational decisions.

Cal State LA offers coursework leading to application for licensure as a professional clinical counselor within the context of our rehabilitation counseling program. We believe the foundation of rehabilitation counseling, counselors with advanced training in the medical and psychosocial aspects of disability and function, along with clinical counseling course complements, prepare a unique and talented independent mental health practitioner.

Requirements for Licensure

The core curriculum, supervision, and post-graduation requirements for students in the Rehabilitation Counseling Program to obtain their LPCC include:

a. Complete a graduate program with appropriate coursework and no less than 60 semester hours. The Master of Science in Counseling, Option in Rehabilitation Counseling requires 70 semester units, and the Certificate in Clinical Counseling requires an addition 6 units. To apply for the LPCC, students may have no more than three course deficiencies post-graduation. Courses covering the diagnostic and assessment processes (LPCC Content Areas E and G) may not be taken post-graduation, they must be taken prior to graduation.

b. The program must include a 280-hour, face-to-face supervised clinical practicum experience (600 hours total in COUN 5188).

c. Successful application for the LPCC with the BBS and pass the California Law & Ethics Exam.

d. Post-graduate training with 3,000 hours of supervised practice as an intern.

e. Pass the National Clinical Mental Health Counselor Examination (NCMHCE).

Cal State LA Clinical Counseling Coursework/LPCC Content Areas

<table>
<thead>
<tr>
<th>Cal State LA Coursework</th>
<th>LPCC Content Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 5005, Individual Counseling Strategies (4 units)</td>
<td>A. Counseling and psychotherapeutic theories and techniques</td>
</tr>
<tr>
<td>COUN 5000, Lifespan Human Development for Counselors (3 units)</td>
<td>B. Human growth and development across the lifespan</td>
</tr>
<tr>
<td>COUN 5149, Employment and Career Development (3 units)</td>
<td>C. Career development theories and techniques</td>
</tr>
<tr>
<td>COUN 5160, Group Counseling (3 units)</td>
<td>D. Group counseling theories and techniques</td>
</tr>
<tr>
<td>COUN 5002, Assessment in Counseling (3 units)</td>
<td>E. Assessment, appraisal, and testing of individuals</td>
</tr>
<tr>
<td>COUN 5103, Multicultural Counseling (3 units)</td>
<td>F. Multicultural counseling theories and techniques</td>
</tr>
<tr>
<td>COUN 5111, Diagnosis and Treatment in Counseling (3 units)</td>
<td>G. Principles of the diagnostic process</td>
</tr>
<tr>
<td>COUN 5003, Research in Counseling (3 units)</td>
<td>H. Research and evaluation</td>
</tr>
<tr>
<td>COUN 5001, Ethical, Legal, and Professional Issue in Counseling (3 units)</td>
<td>I. Professional orientation, ethics, and law in counseling</td>
</tr>
<tr>
<td>COUN 5112, Psychopharmacology for Counselors (3 units; Certificate Course)</td>
<td>J. Psychopharmacology</td>
</tr>
<tr>
<td>COUN 5650, Substance Use and Co-Occurring Disorders Counseling (3 units)</td>
<td>K. Addictions Counseling</td>
</tr>
</tbody>
</table>
Additionally, the BBS requires the following areas of instruction be integrated into the curriculum. The Rehabilitation Counseling program option and the Clinical Counseling certificate address these areas in the coursework listed in the table below:

<table>
<thead>
<tr>
<th>BBS/LPCC Instruction Area</th>
<th>Relevant Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) The understanding of human behavior within the social context of socioeconomic status and other contextual issues affecting social position.</td>
<td>COUN 5000, COUN 5103, COUN 5111, COUN 5112, COUN 5114, COUN 5115, COUN 5002, COUN 5140, COUN 5160</td>
</tr>
<tr>
<td>(2) The understanding of human behavior within the social context of a representative variety of the cultures found within California.</td>
<td>COUN 5000, COUN 5103, COUN 5111, COUN 5112, COUN 5114, COUN 5115, COUN 5002, COUN 5140, COUN 5160</td>
</tr>
<tr>
<td>(3) Cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California.</td>
<td>COUN 5000, COUN 5103, COUN 5111, COUN 5112, COUN 5114, COUN 5115, COUN 5002, COUN 5140, COUN 5160</td>
</tr>
<tr>
<td>(4) An understanding of the effects of socioeconomic status on treatment and available resources.</td>
<td>COUN 5000, COUN 5103, COUN 5111, COUN 5112, COUN 5113, COUN 5114, COUN 5115, COUN 5002, COUN 5140, COUN 5160</td>
</tr>
<tr>
<td>(5) Multicultural development and cross-cultural interaction, including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, and disability and their incorporation into the psychotherapeutic process.</td>
<td>COUN 5000, COUN 5103, COUN 5111, COUN 5112, COUN 5114, COUN 5115, COUN 5002, COUN 5140, COUN 5160</td>
</tr>
<tr>
<td>(6) Case management, systems of care for the severely mentally ill, public and private services for the severely mentally ill, community resources for victims of abuse, disaster and trauma response, advocacy for the severely mentally ill, and collaborative treatment. The instruction required in this paragraph may be provided either in credit level coursework or through extension programs offered by the degree-granting institution.</td>
<td>COUN 5111, COUN 5113, COUN 5140, COUN 5142, COUN 5143, COUN 5330</td>
</tr>
<tr>
<td>(7) Human sexuality, including the study of the physiological, psychological, and social cultural variables associated with sexual behavior, gender identity, and the assessment and treatment of psychosexual dysfunction.</td>
<td>COUN 5000, COUN 5111, COUN 5114, COUN 5115, COUN 5142, COUN 5143</td>
</tr>
<tr>
<td>(8) Spousal or partner abuse assessment, detection, intervention strategies, and same-gender abuse dynamics.</td>
<td>COUN 5330, COUN 5002</td>
</tr>
<tr>
<td>(9) Child abuse assessment and reporting.</td>
<td>COUN 5330, COUN 5002</td>
</tr>
<tr>
<td>(10) Aging and long-term care, including biological, social, cognitive, and psychological aspects of aging. This coursework shall include instruction on the assessment and reporting of, as well as treatment related to, elder and dependent adult abuse and neglect.</td>
<td>COUN 5000, COUN 5111, COUN 5112, COUN 5002</td>
</tr>
</tbody>
</table>

A final requirement of the BBS for programs preparing LPCCs is to:

(1) Integrate the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.
(2) Integrate an understanding of various cultures and the social and psychological implications of socioeconomic position.
(3) Provide the opportunity for students to meet with various consumers and family members of consumers of mental health services to enhance understanding of their experience of mental illness, treatment, and recovery.

Summary of Required Units

<table>
<thead>
<tr>
<th>Units from 13 core areas</th>
<th>40 semester units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Coursework</td>
<td>15 semester units</td>
</tr>
<tr>
<td>Practicum (listed as Internship)</td>
<td>12 semester units (COUN 5188, 6 required for the LPCC)</td>
</tr>
<tr>
<td>Practicum (CACREP Requirement)</td>
<td>6 semester units (COUN 5187, not required for the LPCC)</td>
</tr>
<tr>
<td>Disability in Schools and Society</td>
<td>3 semester units (EDSP 5000, not required for the LPCC)</td>
</tr>
<tr>
<td>Total Units</td>
<td>76 semester units</td>
</tr>
</tbody>
</table>

**Requirements for Graduate Student Practicum**

The final clinical component of our program is an 12 credit (6 required by the BBS) supervised practicum (or internship, COUN 5188) in a clinical setting that provides a range of professional clinical counseling experience, including the following:

(A) Applied psychotherapeutic techniques.
(B) Assessment.
(C) Diagnosis.
(D) Prognosis.
(E) Treatment.
(F) Issues of development, adjustment, and maladjustment.
(G) Health and wellness promotion.
(H) Professional writing including documentation of services, treatment plans, and progress notes.
(I) How to find and use resources.
(J) Other recognized counseling interventions.
(K) A minimum of 280 hours of face-to-face supervised clinical experience counseling individuals, families, or groups.

**Requirements After Graduation**

Experience: Upon graduation with the Master of Science in Counseling, Option in Rehabilitation Counseling, and the Certificate in Clinical Counseling, graduates complete the LPCC application, and upon acceptance they are issued an intern number and can begin hours to satisfy requirements for post-graduate supervised experience.

- Interns have the first year of internship to pass the California Law & Ethics Exam.
- The requirements for supervision include 3,000 post degree hours of specified supervised experience, including 1,750 hours of direct service provision, 1 to 2 hours of individual
weekly supervision, or 90 minutes to 3 hours of group supervision, depending upon their caseload.

- At least 150 hours of their training must be in a hospital or community mental health setting.
- Upon completion of their 3,000 hours of internship, they apply to take the National Clinical Mental Health Counselor Examination (NCMHCE).

**Detailed LPCC Knowledge Areas**

The following list provides you with detailed information directly from the LPCC code (Business and Professions Codes Section 4999.33), and expands each of the knowledge areas above to more specific foci (the letters in front of each knowledge area correspond with those listed in the table above).

A. Counseling and psychotherapeutic theories and techniques, including:
   1) the counseling process in a multicultural society
   2) an orientation to wellness and prevention
   3) counseling theories to assist in selection of appropriate counseling interventions
   4) models of counseling consistent with current professional research and practice
   5) development of a personal model of counseling
   6) multidisciplinary responses to crises, emergencies, and disasters

B. Human growth and development across the lifespan, including normal and abnormal behavior and an understanding of how the following affect both normal and abnormal behavior:
   1) developmental crises
   2) disability
   3) psychopathology
   4) situational and environmental factors

C. Career development theories and techniques, including
   1) career development decision-making models and
   2) interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development

D. Group counseling theories and techniques, including
   1) principles of group dynamics, group process components, developmental stage theories
   2) therapeutic factors of group work
   3) group leadership styles and approaches
   4) pertinent research and literature
   5) group counseling methods, and
   6) evaluation of effectiveness

E. Assessment, appraisal, and testing of individuals, including
   1) basic concepts of standardized and non-standardized testing and other assessment techniques
   2) norm-referenced and criterion-referenced assessment
   3) statistical concepts
   4) social and cultural factors related to assessment and evaluation of individuals and groups
   5) ethical strategies for selecting, administering, and interpreting assessment instruments and techniques in counseling

F. Multicultural counseling theories and techniques, including
   1) counselors' roles in developing cultural self-awareness
   2) identity development
   3) promoting cultural social justice
   4) individual and community strategies for working with and advocating for diverse populations
   5) counselors' roles in eliminating biases and prejudices
   6) processes of intentional and unintentional oppression and discrimination

G. Principles of the diagnostic process, including
   1) differential diagnosis
   2) use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual
   3) the impact of co-occurring substance use disorders or medical psychological disorders
   4) established diagnostic criteria for mental or emotional disorders
   5) treatment modalities and placement criteria within the continuum of care

H. Research and evaluation, including
   1) studies that provide an understanding of research methods, statistical analysis, the use of research to inform evidence-based practice
2) the importance of research in advancing the profession of counseling
3) statistical methods used in conducting research, needs assessment, and program evaluation

I. Professional orientation, ethics, and law in counseling, including
   1) professional ethical standards and legal considerations
   2) licensing law and process
   3) regulatory laws that delineate the profession's scope of practice
   4) counselor-client privilege, confidentiality
   5) the client dangerous to self or others
   6) treatment of minors with or without parental consent
   7) relationship between practitioner's sense of self and human values
   8) functions and relationships with other human service providers
   9) strategies for collaboration, and
   10) advocacy processes needed to address institutional and social barriers that impeded access, equity, and success for clients

J. Psychopharmacology, including
   1) the biological bases of behavior
   2) basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications
   3) so that appropriate referrals can be made for medication evaluations and so that the side effects of those medications can be identified

K. Addictions counseling, including
   1) substance abuse
   2) co-occurring disorders
   3) addiction
   4) major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction
   5) legal and medical aspects of substance abuse
   6) populations at risk
   7) role of support persons, support systems, and community resources

L. Crisis or trauma counseling, including
   1) crisis theory
   2) multidisciplinary responses to crises, emergencies, or disasters
   3) cognitive, affective, behavioral, and neurological effects associated with trauma
   4) brief, intermediate, and long-term approaches
   5) assessment strategies for clients in crisis and principles of intervention for individuals with mental or emotional disorders during times of crisis, emergency, or disaster

M. Advanced counseling and psychotherapeutic theories and techniques, including
   1) the application of counseling constructs, assessment, and treatment planning
   2) clinical interventions, therapeutic relationships, psychopathology, or other clinical topics

Continuous and Systematic Program Evaluation and Student Assessment Plan

The Master of Science in Counseling, Option in Rehabilitation Counseling program is in the process of developing a continuous and systematic program evaluation and student assessment plan. During this planning phase we are harmonizing the evaluation and assessment processes used previously under the Council on Rehabilitation Education accreditation standards with our new CACREP standards. The plan in development is guided by CACREP standards and relies on participation from students, faculty, supervisors of our students, alumni, and community stakeholders. The following is a summary of work underway:

I. Anonymous mid-course surveys are gathered in each class. Students are surveyed regarding what they liked about a class, what could be improved, and whether they would recommend the course to other students. These data may be used for real-time adjustment of class activities to better suit the learning needs of students.

II. Open forums are held within class time to discuss the effectiveness of course materials, learning activities, and overall confidence with the materials. These discussions may result in course modifications for future students.

October 31, 2019
III. The Individual Counseling Strategies (COUN 5005) instructor evaluates students on laboratory recordings during their first fall semester. Each student submits a final interview USB recording and verbatim transcript that are evaluated by the instructor. Each student is individually interviewed to demonstrate mastery of the microskills hierarchy; 20 questions are presented and a pass rate of 80% is required to pass the course.

IV. Each semester our students are surveyed regarding their coursework. Each course is evaluated across data points of course effectiveness and quality of instruction and are compared with the Division mean for a relative comparison of course and instruction quality.

V. The annual vital statistics report required by CACREP relates to our program objectives for the recruitment, retention, and graduation of our students.

VI. Key Performance Indicators related to our Program Objectives are used to assess student progress in the program. Weekly quizzes, midterms, final exams, and comprehensive exams provide repeated measures of progress over time of important course content. Data are aggregated and results discussed to inform curriculum improvements.

VII. Students’ clinical experiences are evaluated through monitoring of weekly supervision logs, case presentations, Student Self-Assessment, Supervisor Assessment of Student, and Supervisee Assessment of Supervisor, all delivered through our LMS Canvas and the Qualtrics survey system. Discussions during supervision are held to consider the effectiveness of courses offered to inform their supervised experience. Data are aggregated and results discussed to inform curriculum improvements.

VIII. Each year a questionnaire survey delivered via a Qualtrics URL is given to our alumni to gather employment and credentialing information from our graduates.

IX. Program faculty meet each year when the CACREP annual report is first drafted to discuss possible program changes, which are planned, implemented, and documented prior to submission of the final Annual Report.

X. Results of these deliberations are also brought before the Rehabilitation Counseling Community Advisory Council, who represent students, faculty members, alumni, and community stakeholders (supervisors of our students and employers of our graduates). Work groups may be established prior to meeting for targeted curriculum development activities. Results of work groups are summarized and distributed after the meeting for further deliberation and refinement.

XI. Results of all program evaluation and student assessment data points are aggregated and summarized, and the related program improvement delineated in an annual report to CACREP. The report is distributed to CACREP, students, faculty members, University administration, and community stakeholders.

**CACREP Vital Statistics Data**

As of October 2019

1. the number of graduates for the past academic year: 35
2. pass rates on credentialing examinations:
   a. CRCC: 50%
   b. Clinical Counseling Certificate Students
      i. Ethics and Law Exam: 100%
      ii. National Clinical Mental Health Counselor Examination (NCMHCE): 100%
3. Program completion rate 96%
4. Job placement rate 95%

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October 31, 2019