



HOPE INTERNATIONAL
U N I V E R S I T Y

College of Psychology and Counseling
Master of Science in Counseling
with Emphasis in Marriage and
Family Therapy

Program Handbook
2024-2025

Hope International University

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Letter from the Chair

Welcome to the Master of Science in Counseling Program! We are excited to be a part of your journey towards higher education. Graduate school can be difficult to navigate, so this handbook has been designed to help you gain a clear understanding of the processes and procedures of the Master of Science in Counseling (MSC) Program.

This handbook is your guide to the Master of Science in Counseling degree. It will take you through the academic and clinical requirements for graduation and address questions you may have about the process. In addition to this handbook, you will also be required to read and be familiar with:

- HIU Catalog (for the year that you began your program at HIU)
- HIU Graduate and Online Handbook
- California Board of Behavioral Sciences (BBS) Statutes and Regulations, and/or the statutes and regulations for the state where you intend to pursue licensure.

We want to stay connected with you throughout your time in the program. Memos, announcements, and important information will be sent to you through your HIU email, so please check this email regularly. Your student portal is the place where you will log in to register for classes each semester, receive financial aid information, and stay up to date on your student account. The student portal is located at my.hiu.edu. This account, along with your student email account (firstname.lastname@hiu.edu), should be checked several times a week, as this will be the primary means of communication throughout your time in the program.

Your journey in this program and throughout your time as a counselor is important to us. We want to support and guide you through this time.

Please contact us with questions and/or concerns.

Sincerely,

Robin L. Felix, PsyD, LMFT
Chair, Master of Science in Counseling Program

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Introduction to the Master of Science in Counseling Program

Program Overview

The program for the *Master of Science in Counseling with Emphasis in Marriage and Family Therapy (MSC)* is housed in the **College of Psychology and Counseling Department** and strives to promote and develop excellence through innovative and integrated curriculum which supports academic rigor, research, distinguished clinical training, faith integration, and engagement in the professional community. The program creates an environment that allows mentoring relationships between faculty, staff, and students, encouraging personal and professional growth, and insight for the purpose of equipping compassionate professionals.

The MSC Program provides academic and clinical training for a career as a *Professional Clinical Counselor* or as a *Marriage and Family Therapist*. Professional clinical counselors are mental health professionals trained and licensed to independently diagnose and treat mental health and substance abuse problems. Licensed Professional Clinical Counselors (LPCCs) work in a variety of settings, including hospitals, clinical/social service agencies, churches, educational institutions, career centers and private practices. Trained in psychotherapy and family systems, Marriage and Family Therapists are mental health professionals who are licensed to diagnose and treat mental and emotional disorders within the context of couples and family systems. Marriage and Family Therapists work in various settings including private and group practices, community mental health agencies and government health care settings.

The MSC Program is a 61-unit online program that meets the educational requirements for a career as a Licensed Professional Clinical Counselor and as a Licensed Marriage and Family Therapist in the state of California. Students are trained to diagnose and treat mental, behavioral, and emotional problems and disorders within a family systems framework. Sound research skills, theoretical teaching, practical application, and clinical training are core to the curriculum. The faculty guide students through academic studies, clinical courses, self-assessment measures, and professional development, which all provide a rich educational experience.

The MSC Program at Hope International University accepts students from around the world and is dedicated to training students to work with diverse populations. The MSC Program provides students with the knowledge, skill, and professionalism to respect people indiscriminate of race, religious creed, color, gender, national origin, or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, pregnancy, childbirth or related medical conditions, or any other status protected by federal, state, local law, ordinance, or regulation. All such discrimination or harassment is unlawful and is not tolerated. Further information is provided in the university catalog.

University Mission

Hope International University's mission is to empower students through Christian higher education to serve the church and impact the word for Christ.

College of Psychology and Counseling Mission

The mission of the College of Psychology and Counseling exists to provide innovative and relevant programs and scholarship which integrate Christian faith and promote professional development and servant leadership in the area of psychology, counseling, and human development.

Master of Science in Counseling Program Mission

The Master of Science in Counseling with Emphasis in Marriage and Family Therapy (MSC) program develops ethically competent and multiculturally informed therapists, grounded in Christian principles, prepared to provide therapy that empowers individuals, couples, and families to experience personal growth within the family system, and to restore healthy relationships.

Program Purpose

The Master of Science in Counseling with Emphasis in Marriage and Family Therapy meets the educational requirements for a career as a Licensed Professional Clinical Counselor and as a Licensed Marriage and Family Therapist. Students are trained to diagnose and treat mental, behavioral, and emotional problems and disorders within a systemic context.

Program Goals (PG) and Student Learning Outcomes (SLO)

The following are Program Outcomes (PO) and Student Learning Outcomes (SLO) defined by the MSC program.

The following are Program Outcomes (PO) and Student Learning Outcomes (SLO) defined by the MSC program.

Program Learning Outcome 1: Knowledge: Demonstrate essential knowledge (1) related to clinical case conceptualization, diagnosis, intervention, and the use of community mental health resources, (2) knowledge of therapeutic principles and qualities related to individuals and family systems, and (3) to write and articulate their personal theoretical model for counseling from a family systems perspective.

Upon completion of this course, students will be able to:

1. Articulate a theoretical and conceptual systemic framework and personal therapeutic approach for counseling. (SLO 1.1)
2. Demonstrate therapeutic knowledge and application of key concepts related to family systems thinking, recovery-oriented models, contextual factors, human development, psychological, social, biological, and spiritual factors affecting human behavior. (SLO 1.2)
3. Demonstrate therapeutic awareness of issues of diversity and practice culturally sensitive counseling from a family systems perspective. (SLO 1.3)

Program Learning Outcome 2. Professionalism: Demonstrate skills that reflect high standards of professionalism and commitment to ethical and professional behavior consistent with the standards of family systems counseling and Christian principles.

Upon completion of this course, students will be able to:

1. Demonstrate personal qualities from a family systems perspective that are related to therapeutic situations such as integrity, sensitivity, flexibility, insight, compassion, and personal presence. (SLO 2.1)

2. Demonstrate an understanding of ethical and legal standards in professional clinical counseling and in marriage and family therapy. (SLO 2.2)
3. Apply knowledge of a Christian worldview and its impacts on the therapeutic relationship through community service to marginalized and underserved populations. (SLO 2.3)

Program Learning Outcome 3. Clinical: Demonstrate clinical skills and the ability to apply effective therapeutic techniques to meet the diverse needs of individuals, children, families, couples, and groups.

Upon completion of this course, students will be able to:

1. Use clinical and professional family systems-oriented language in oral and written communication, demonstrating an ability to effectively communicate with clients and other professionals in the field. (SLO 3.1)
2. Evaluate and incorporate psychological, biological, social, and spiritual factors that influence counseling at both an individual and systemic level, emphasizing the interconnectedness and complexity of family systems in their treatment approach. (SLO 3.2)
3. Analyze the dynamics of human diversity issues within the context of the family systems and demonstrate the ability to effectively address and respond to these issues in their clinical practice. (SLO 3.3)
4. Apply Christian principles and values to the practice of marriage and family therapy, considering the diverse beliefs and backgrounds of clients and incorporating these principles into their therapeutic approach in a respectful and inclusive manner. (SLO 3.4)

Program Learning Outcome 4. Research: Conduct and critically evaluate clinical research related to all aspects of counseling as it relates to family systems to ensure the highest quality of therapeutic skill and of contribution to the field of counseling.

Upon completion of this course, students will be able to:

1. Demonstrate knowledge of current trends and research methods in the field of clinical counseling as it relates to family systems theory and to the application of marriage and family therapy. (SLO 4.1)
2. Conduct and critique relevant research in the areas of counseling and relationships, especially focusing on how this research impacts family systems and the practice of marriage and family therapy. (SLO 4.2)

Student Recruitment

HIU's graduate program recruiters and admissions representatives recruit students in a variety of ways, including via lead generators, recruitment events, and word-of-mouth referrals. Regarding planned recruitment by the team, the university ensures that events are taking place in diverse locations, where recruiters encounter students of all ethnic backgrounds, socio-economic statuses, abilities, and lifestyles. Recruitment events are attended at universities across Southern California in the counties of Orange, Los Angeles, San Bernardino, Riverside County, and Ventura County. Recruiters have also attended events in other cities and states periodically. Every student that expresses interest in the Counseling program receives follow-up contact from the program recruiter in the form of phone calls, text messaging, and email. There is no discrimination based on ethnicity, gender, SES status, ability/disability, or language. In fact, we also welcome students from around the world who come to California on an F-1 visa to be part of the MSC program. The program has international students from many different countries. Faculty, staff, and the MSC Academic Coach are sensitive and aware of the needs of the international student, particularly regarding language barriers, and assist the student with resources as needed. The admissions and selection process for the program is the same for all students, regardless of socio-economic or community status. All program applicants are subject to the same admission requirements, and the university abides by all legal requirements in considering the admission of international and resident applicants.

Admission Requirements

Applicants seeking entry into the MSC Program must apply to the Graduate and Online Admissions Department for admission to the program. Applicants must provide official transcripts for all college-level coursework. A minimum grade point average of 3.0 for undergraduate work is one of the requirements for admission to the MSC Program. In addition, applicants must submit two letters of recommendation and a statement of purpose to the Graduate Admissions office. Full instructions for the application process are available through the Graduate Admissions office, or online at www.hiu.edu. Upon the applicant has submitted all required application materials, the MSC Admissions Committee reviews each prospective student's file before contacting the prospective student for an interview with a faculty member.

Applicants who have an undergraduate GPA lower than 3.0 must submit a letter of explanation and viability for entrance into the MSC Program. Applicants with an undergraduate GPA lower than 3.0 may be required to meet with the MSC Program Chair to discuss the GPA requirement before a decision for admission to the program is made. Probationary acceptance may be granted if other factors give evidence of the applicant's potential to successfully complete the program. The probationary status will be removed when the student has successfully completed nine semester units with a 3.0 GPA or higher.

Policy on Harassment and Non-discrimination

Hope International University is committed to providing a work environment free of unlawful discrimination and harassment. University policy prohibits harassment and discrimination based on pregnancy, childbirth or related medical conditions, race, religious creed, color, gender, national origin, or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, socioeconomic status (SES) or any other status protected by federal, state, local law, ordinance, or regulation. All such discrimination or harassment is unlawful and will not be tolerated. The University's anti-discrimination and harassment policy applies to all persons involved in the operation of the University and prohibits unlawful harassment or discrimination by any student, employee, supervisors and managers, vendors, customers, or any other persons. Non-discrimination also applies to recruitment, admission, codes of conduct, hiring, retention, or dismissal of students, faculty, supervisors, or other relevant educators or staff. Discrimination and harassment based on the perception that a person possesses the characteristics of, or belongs to, a legally protected status or class of persons is unlawful. Similarly, harassment based on a person's association with a person who has, or is perceived as having, the characteristics of, or who belongs to a legally protected status or class of persons is unlawful (HIU Catalog, 2023- 2024, p. 29-31). See HIU Catalog pages 29 - 31 for a complete listing of laws and regulations under which HIU operates in compliance.

Religious Organization Exemption Disclosure

Hope International University is an educational institution that serves a religious organization, the Churches of Christ, and Christian Churches, which takes seriously antidiscrimination provisions under federal and state law and is committed to providing a learning and living environment that promotes student safety, transparency, personal integrity, civility, and mutual respect. Hope International University is also exempted from California Education Code 66270 to the extent the application of California Education Code 66270 is not consistent with the institution's religious tenets.

The exemption may apply to, but is not limited to, requirements as expressed in university policies including the Student Code of Conduct, housing policies, mission statement, and University Catalog. We retain all rights afforded to us under federal law and the laws of the State of California.

Hope International University has not applied for the regulatory exemption under Title IX, 34 C.F.R. section 106.12 but the Title IX statutory exemption provided by Congress, (see 20 U.S.C. section 1681(a)(3)), is self-executing. As an educational institution that serves a religious organization, Hope International University is entitled to that statutory exemption to the extent the application of Title IX is not consistent with the institution's religious tenets.

Federal civil rights laws make it unlawful to retaliate against an individual to interfere with any right or privilege secured by these laws. It is unlawful for the University to retaliate against an individual for bringing a concern about a possible civil rights problem to the University's attention. It is also unlawful to retaliate against an individual because he or she made a complaint, testified, or participated in any manner in an Office of Civil Rights investigation or proceeding. Thus, once a student, parent, teacher, coach, or other individual complains formally or informally to the University about a potential civil rights violation or participates in an Office of Civil Rights investigation or proceeding, the recipient is prohibited from retaliation (including intimidating, threatening, coercing, or in any way discriminating against the individual) because of the individual's complaint or participation.

Prohibited unlawful harassment or discrimination includes, but is not limited to, the following behavior:

- Treating a person differently, on any of the basis listed in the paragraph above, with respect to using, accessing, or benefiting from the University's educational program. Example: The University may not subject students or employees to different standards of conduct in connection with a disciplinary matter on any of the basis listed above.
- Verbal conduct such as epithets, derogatory jokes or comments, slurs on any of the basis listed above, unwanted sexual advances, graphic verbal commentaries about an individual's body, sexually or otherwise degrading words used to describe an individual on any of the bases listed above, suggestive, or obscene letters, notes, or invitations or comments.
- Visual displays such as derogatory posters, photography, cartoons, drawings, or gestures on any of the bases listed above.
- In the case of sexual harassment claims, physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of gender, race, or any other protected basis.
- In the case of sexual harassment claims, threats and demands to submit to sexual requests as a condition of appointment, admission, academic evaluation, or administrative consideration in return for sexual favors; submission to or rejection of such conduct is used as a basis for a personnel decision, an academic evaluation, or administrative consideration affecting an individual, and retaliation for reporting or threatening to report harassment. (HIU Catalog 2018-2019, p. 27-28)

Learning Environment

Community standards are in place for the express purpose of creating an environment conducive to learning and personal growth, both in ground-based classes and online. Such standards include a professional instructional climate and a classroom environment that promotes positive learning experiences. Students are encouraged to conduct themselves professionally - whether face-to-face or online - with respect for fellow students and faculty. The University reserves the right to act in situations where student behavior violates established policy, detracts from the ability of students or faculty to function effectively in the learning environment, or is disruptive of the teaching-learning process. Such action may include disciplinary procedures issued by the faculty or may lead to suspension from class or expulsion from the University. Only regularly enrolled students may attend classes unless advance permission is secured from both the instructor and the University administration. Out of respect for the instructor and one's classmates, students should silence cell phones during on-ground class sessions. Students may make telephone calls during class breaks. (HIU Catalog 2023- 2024, p. 35)

Program Format

The MSC Program is uniquely formatted, enabling students to attend full-time or part-time. All courses are offered asynchronously online. Fall and Spring terms run for 16 weeks and are each comprised of two eight-week modules. Summer term runs for eight weeks. The entire program may be completed in as little as 24 months, and students may choose a two- or three-year track. Students must complete all requirements within six years from their date of first enrollment in the program.

In addition to academic course requirements, students volunteer in community-based clinical training sites for approximately one year, where they gain hands-on clinical training experience with diverse clientele. During their year of clinical training - in one semester of CSL6800 Practicum and two subsequent semesters of CSL6850 Internship - students will be required to attend a weekly *synchronous* online meeting with their professor and their classmates. Students are supervised by licensed mental health professionals who have met rigorous supervision standards.

California Board of Behavioral Sciences (BBS)

The Master of Science in Counseling with Emphasis in Marriage and Family Therapy meets the educational requirements of the Board of Behavioral Sciences (BBS) in California, including the requirements of the California Business and Professions Code Sections 4999.32 and 4999.33. Students seeking licensure are responsible for knowing and complying with the BBS licensing requirements. With the approval of the BBS, graduates of the MSC Program may qualify to sit for their licensing examination upon the completion of 3,000 supervised hours.

For further information, students are advised to contact the BBS directly:

Board of Behavioral Sciences
1625 North Market Street, Suite
S-200
Sacramento, CA 95834
(916) 574-7830
www.bbs.ca.gov

****NOTE: Students who intend to seek licensure in a state other than California are responsible for researching and understanding the licensing requirements of that state.***

Student Resources

HIU Email

All correspondence from the university will be sent to your HIU email account. This includes correspondence from staff, professors, Student Financial Services, Student Accounts, Academic Coach, and other important communications that require student attention. ***It is important to check your HIU email account regularly.*** HIU email is located at **mail.hiu.edu**.

If you are having problems with your Student Portal contact your Academic Coach. If you are having problems with your student email account, contact the IT Help Desk at (714) 879-3901 ext. 2607 or email them at **ithelpdesk@hiu.edu**.

Student Portal

The Student Portal is the central location for all student information. There, students can register for classes, view schedules, grades, or account balances, make payments online, verify that financial aid has been applied, and more. The Student Portal is located at **my.hiu.edu** and can be found by clicking on the “Student Portal Homepage.” The login information for the Student Portal is the same username and password created when the student first applied online. This information was emailed when the

student first set up their application account. (Note: usernames are typically formatted as '*first. last.*')

Canvas

Canvas is the platform utilized for the delivery of online courses. Through **Canvas**, students can view their course syllabi and submit completed course assignments. **Canvas** can also be used to message your professors and classmates directly, view grades, watch presentations, and participate in threaded discussions. **Canvas** is located at <https://hiu.instructure.com>. The login ID is the student's ID number, found on the acceptance letter, and the first-time login password is "royals11". **Please change this password to a secure, new password the first time you log in.** **Canvas** also offers an app that can be downloaded to a Smartphone or tablet for convenient course access.

The MSC Program has set up a **Canvas** resource course, titled ***MSC Orientation and Resources***. All students have access to this resource which contains information addressing a broad range of topics to help MSC students be successful in the program. The following items are just a few of the topics found in the course, and students should become familiar with them.

1. Clinical Training Experience
2. Professional Development Hours
3. MSC Program Handbook
4. 'Where To' and 'How To' resources
5. APA Resources

Technical Support for Canvas

If you have trouble accessing the online system, cannot get a lecture to play, or have difficulties accessing part of your course, please use the following resources:

- **Canvas** 24/7 HelpDesk: Click on the Help button on the **Canvas** navigation bar to report a problem or live chat. Canvas Support Phone Number: (855) 692-6720
- Department of Learning Technology at Hope: dlt@hiu.edu

Textbook Services

Students are responsible for obtaining their own textbooks and classroom materials in a timely way from the University bookstore or through other vendors.

Hope International University partners with Slingshot for the university's campus store and for course materials fulfillment.

New students are automatically opted in with Slingshot when they first enroll in their academic program at HIU. They will receive all required materials, which are then charged to their student account. No need to place an order.

Continuing students are responsible for obtaining required course materials in a timely manner for their courses. Among other options, students may choose Slingshot as the provider of their course materials.

Any HIU student (new or continuing) can opt in or opt out of Slingshot at any time or return any unneeded books for a full refund during the first week of the term in which the course is scheduled.

Opted out students can see their required materials and may still purchase books a la carte at hiu.slingshotedu.com under the "buy books" tab or by stopping by the HIU mailroom or campus store.

Students can also customize their course material preferences, access digital materials, or update their shipping preference, all from within their Slingshot account. If students choose to opt out and order physical books a la carte from Slingshot, they should order at least 2 weeks before the start of classes to ensure that their books/materials will be ready for day one. Questions? Students can visit the FAQ page in their account or contact Slingshot support (slingshotedu.com/support).

Library

The mission of the Hugh and Hazel Darling Library is to “serve the information and research needs of the Hope International University community by providing access to information resources and developing information literacy for lifelong learning.” A wide range of books, eBooks, databases, journals, articles, and research tools can be accessed at <http://library.hiu.edu>. If additional assistance is needed, you may contact a librarian directly by email at darlinglibrary@hiu.edu, by clicking “Chat with a Librarian” on the library homepage, or by calling (714) 879-3901, ext.1234.

The Darling Library at Hope International University provides students with extensive online library resources through **LibGuides**. These **LibGuides** direct users to e-books, full-text journal articles, academic websites, search engines, and a variety of research databases. The library also employs a full-time research and reference librarian, whom students may consult via telephone or email.

For the Library homepage, see <http://library.hiu.edu>. For a brief orientation to online library services and access to LibGuides, see <https://libguides.hiu.edu/library/library-orientation>.

Psychotherapy.net Video Streaming

Psychotherapy.net produces and distributes high-quality training videos in the field of psychotherapy. Additionally, **Psychotherapy.net** publishes Articles, Interviews, Blogs, and Cartoons (all free of charge). Students can view video sessions and listen to master psychotherapists discuss their thoughts behind their clinical interventions. Videos also capture the critical non-verbal aspects of counseling, including body language, facial expression, tone of voice, and the rhythm of the therapist-client interaction.

To access **Psychotherapy.net** videos:

1. Log into the HIU library website- <http://library.hiu.edu/>
NOTE: Students will be prompted to enter your university username and password (*same as your HIU email*) to access the videos.
2. Search for “psychotherapy.net videos”
3. View “Research Databases” (a.k.a., “Find Articles”). Locate the alphabetical listing under P for **Psychotherapy.net** (<http://library.hiu.edu/search/databases/alpha/p>)
4. Locate the Subject listing under Psychology (<http://library.hiu.edu/search/databases/psychology>)
5. LibGuides
Psychology Guide (<http://libguides.hiu.edu/psychology>) – See Research Databases tab.

Accommodations

Students have the right to request accommodations for documented special needs via the Office of Student Affairs. Information on the process of requesting accommodation can be found in the HIU 202-32-24 Catalog, pages 32 – 34. Students may also contact their Academic Coach for assistance with this process.

Authenticity of Student Work

Academic Integrity/Plagiarism

Because Hope International University seeks to develop mature and moral leaders and scholars, the University acknowledges the principle of academic integrity. Consequently, all forms of dishonesty, including plagiarism or cheating in any form are wrong, non-productive, and contrary to the University's educational objectives in the student's best interest.

Plagiarism is “stealing” the unique ideas or the wording of another and presenting the ideas as one's own. It includes, but is not limited to cheating on examinations, copying work, the purchase, renting, borrowing, or otherwise appropriating of a research paper, project, or assignment, and presenting it as one's own work. The principal rule of academic integrity is that each member of the University community will do one's own work, executed to the best of one's ability, exclusively for the assignment for which it is presented.

Artificial Intelligence Generated Text/Writing

Developing technology has made Artificial Intelligence (AI) tools more readily accessible to everyone, including students. HIU asserts that student learning requires students to fully engage in readings and other source materials, thoughtfully process the content and arguments of those sources, and construct their own evidence-based conclusions. In addition, student learning requires that the student's analysis, evaluation, and conclusions in any academic inquiry must be articulated in the student's own words, expressing the student's own arguments and points of support for their conclusions. Therefore, when a student employs AI to generate written text, sequenced reasoning, invented documentation, arguments, or conclusions, the product is not the student's own work, nor is it the product of student learning. It is instead a form of plagiarism and a violation of academic integrity, subject to the consequences imposed for other violations of academic integrity published in the HIU Catalog section on Academic Integrity above.

Student Grievance Policy

Hope International University has established a process by which students may file a grievance for formal review and adjudication. The desired outcome of the university's grievance procedure is the just resolution of student grievances.

Grievances regarding violations of student conduct standards are governed by the Student Handbook. All other student grievances, academic or non-academic, are governed by the policy set forth in the Student Grievance Policy section of the catalog.

A grievance should be filed only after all informal means of resolving the problem have been exhausted. In the area of academics, student concerns about course curriculum, course policies, course delivery, or grading should be directed first to the class professor. Concerns unresolved by direct conversation with the professor or concerns about a professor's behavior should be directed to the department chair or, finally, to the College Dean. In areas other than academics, student concerns should be directed to

the appropriate university department manager or, finally, to the supervising university Vice President.

If informal efforts fail to resolve the problem, the student may file a formal grievance if there is justifiable cause. Justifiable cause for grievance is defined as any act which, in the opinion of the student, adversely affects the student and is perceived as prejudicial or capricious action on the part of any university faculty or staff member or is perceived as an arbitrary or unfair imposition of sanctions.

To file a grievance, the student must indicate in writing the nature of the grievance, the evidence on which it is based, and the redress sought. The grievance document(s) must be submitted to the Vice President for Academic Affairs for academic matters or the Vice President for Student Affairs for non-academic matters. (Guidelines for grievance document(s) are presented below.) The Vice President with whom the student grievance has been filed will establish a Grievance Committee, which will follow the process articulated in the Grievance Procedure section of the HIU Catalog. For more information on the procedure for Student Grievances, see the HIU 23-24 Catalog pages 82-84.

Portability of Degree

This program's sequence of courses and supervised clinical training are intended to assist professionals in meeting the educational requirements as a Licensed Professional Clinical Counselor (LPCC) and as a Licensed Marriage and Family Therapist (LMFT) in California. LPCC and LMFT requirements vary by state. Through individualized advising, students will work with the program to confirm their curriculum has the potential to meet the criteria for the specific state/s where they intend to practice.

The portability of the degree for licensure is determined by each state. Therefore, if you plan on practicing in a state other than California, it is imperative that you work closely with the program to determine if the MSC degree will be portable. **It is the responsibility of the student to research the licensing requirements of the state in which they wish to be licensed.** Graduation from this program does not automatically guarantee licensure in other states.

Student Retention

Every student in the Master of Science in Counseling program has access to an Academic Coach, who works with the student from application to graduation. A large part of the role of the Academic Coach is to ensure that students have the opportunity to successfully complete the program and graduate. Consistent monitoring and communication between the Academic Coach and the student support student success. The MSC Program staff and faculty are also available to students for professional mentoring, collaborative support in courses and clinical training, and continual management of degree requirements.

Alumni Survey

The MSC Program would like to stay connected with our alumni and receive information from you about your licensure process/status as well as your obtainment of employment. Graduates of the MSC Program will receive a yearly Alumni Survey with the following requests: 1) licensure status, and 2) employment status. We appreciate your timely completion of the survey. This information will help us to stay connected with you and help us to evaluate the effectiveness of the MSC Program.

Commencement Ceremonies

Commencement is held twice each year in May and December at which time all graduates of the previous six months are honored and recognized. All MSC students are encouraged to attend their commencement ceremony. This is a time for you and your accomplishments to be recognized and applauded by family, friends, and university faculty and staff.

Staff

The MSC Program staff are available to assist students during their time in the program to ensure clear and complete communication of program expectations and standards. Staff, as well as faculty, will assist students in process, procedures, and policies according to the MSC Handbook, HIU Catalog, and BBS Statutes and Regulations.

Academic Coach

The MSC Academic Coach works with each student from application to graduation. Appointments and communication are tailored to meet students' individual needs and to provide them with the resources and support that is specific to them. The Academic Coach works with students to encourage them and to provide resources to help students succeed, which may include formulating educational plans, helping set goals and keeping students accountable for reaching those goals.

Program Chair

The MSC Program Chair oversees and ensures compliance of educational standards for the MSC Program as set forth by Western Association of Schools and Colleges (WASC) and the BBS. The MSC Chair is responsible for the development, management, and oversight of all aspects of the program, which includes, but is not limited to curriculum, clinical training, faculty development, and assessment of educational outcomes to enhance the program.

Faculty

The MSC program faculty represent a wide variety of therapeutic approaches and are actively involved in clinical work, research and professional activities related to the profession. Faculty are encouraged to maintain an active role in the development of student learning outcomes, assessment, and implementation of program standards. Faculty are required to adhere to university policies and responsibilities according to the faculty contract and faculty handbook. For faculty biographies please see the HIU website at www.hiu.edu, search "faculty."

Advance to Practicum Coordinator

The Advance to Practicum Coordinator schedules all interviews for students as they work through the advanced to practicum interviews, paperwork, and recommends approval for clinical training readiness to the Clinical Training Director.

Clinical Training Coordinator

The Clinical Training Coordinator collects and maintains the students' practicum site documentation, including the Four-Way Clinical Training Site Agreement and end of semester documentation, and assists with mentoring students to enhance their clinical skills and increase proficiency in clinical growth areas. The Clinical Training Coordinator also collects and maintains the students' professional development documentation.

Clinical Training Director

The Clinical Training Director oversees and ensures compliance with clinical training standards for the Master of Science in Counseling program according to BBS, and WASC. The Clinical Training Director is responsible for the development, management, and oversight of all aspects of clinical training, which includes, but is not limited to, clinical training curriculum, clinical training sites, advance to practicum, and the verification of the MSC program's clinical training requirements.

Supervisors

Clinical training site supervisors provide supervision to students at the clinical training sites on a weekly basis. MSC Faculty, who are AAMFT Approved Supervisors or AAMFT Supervisor Candidates, supervise students within their supervised practicum and internship courses.

Students

MSC students represent a diverse population from different states and countries as well as a wide variety of racial and ethnic backgrounds. Students are encouraged to learn through hands-on experiences in the classroom, in clinical training sites and through networking to complete their professional development hours. MSC staff and faculty mentor students to facilitate students' successful completion of the MSC program.

Governance

Governance in the MSC Program consists of the Dean, Program Chair, Clinical Training Director, Clinical Training Coordinator, Faculty, Staff and Students. The program relies on the perspectives and feedback from each member of the program and desires to use input to improve the program.

The program holds quarterly faculty meetings, consisting of the Program Chair and Core Faculty. The program holds bi-annual faculty/staff meetings held at the beginning of the Fall and Spring semesters consisting of the Program Chair, Core Faculty, Adjunct Faculty, the Clinical Training Director, and the Clinical Training Coordinator to ensure clear communication within the program and for program improvement. In these meetings, the program reviews and utilizes data for program improvement.

Professional Associations

American Counseling Association (ACA)

The *American Counseling Association (ACA)* is the professional association for the field of Counseling. The cost to become an ACA Student member is \$105.00. As a member you may be eligible for liability insurance.

6101 Stevenson Ave.
Alexandria, VA 22304
Phone (703) 823-9800
Fax (703) 823-0252
www.counseling.org

California Association of Marriage and Family Therapists (CAMFT)

Students can join the California Association of Marriage and Family Therapists (CAMFT), which is the state professional organization for MFT's. The membership cost is \$50.00 per year for student members, and student members receive CPH & Associates Malpractice Insurance built into this cost. Members also receive CAMFT's bimonthly magazine, *The Therapist*, as well as legal consultation.

7901 Raytheon Road
San Diego, CA 92111-1606
Phone (858) 292-2638
FAX (858) 292-2666; TDD (858) 292-2650
www.camft.org

American Association for Marriage and Family Therapy (AAMFT)

The American Association for Marriage and Family Therapy (AAMFT) is the professional association for the field of marriage and family therapy, representing the professional interests of in the United States and internationally. The membership cost is \$99.00 per year for student members. Student liability insurance may be provided free of charge to student members who reside in one of the 50 U.S. states. Provision of liability insurance is not automatic. Students must complete the application for liability insurance once they have secured membership in AAMFT.

112 South Alfred Street
Alexandria, VA 22314-3061
Phone: (703) 838-9808
Fax: (703) 838-9805
www.aamft.org

Educational Requirements

Length of the Program

The core curriculum is 61 units and may be completed in as little as 24 months. However, if foundational classes need to be taken, it may be necessary to complete up to 67 units. Additionally, there are clinical training hours which will equate to about 10 – 20 hours a week during the final year of study. Students may choose a two- or three-year track; however, some modifications can be made to individual students' programs based on student need and on the parameters of the program. Students must complete all degree requirements within six years from their first enrollment in the MSC Program.

Program Format

The uniquely formatted program enables students to attend full-time or part-time. The majority of courses are delivered fully on-line using an asynchronous format. During the last 12 months of their program, students will be required to attend a weekly synchronous online meeting with their professor and their classmates in one semester of CSL6800 Practicum and in two subsequent semesters of CSL6850 Internship. The academic week runs from Monday morning to Sunday night. Fall and Spring terms are 16 weeks and are comprised of two modules consisting of eight weeks each. Summer term is 8 to 10 weeks depending on the course.

In addition to academic course requirements, students are placed in community based clinical training sites for approximately one year, where students gain hands-on clinical training experience with diverse clientele. Students are supervised by licensed mental health professionals who have met rigorous supervision standards. Students must complete a set number of clinical training hours, and a set number of professional development hours during their program.

Curriculum Structure

Courses are structured within the program course sequence to have knowledge-based courses completed before completing clinical-based courses. Students begin their first semester with CSL5990 Clinical Counseling I, which assists students in their understanding of the clinical counseling profession, increasing their socialization into the field and facilitating successful understanding of student learning outcomes. The semester before a student is scheduled to proceed into clinical training, they are required to enroll in and successfully complete CSL6995 Clinical Counseling II (CC II). CC II guides students through the processes of obtaining a clinical training site, the Advance to Practicum process, and enhancing clinical skills. In CC II, students are evaluated for clinical readiness through the Advance to Practicum process, including the completion of a Professional Development Plan and a group interview comprised of peers and a faculty member. CC II must be taken in the semester before the student takes CSL6800 Practicum which marks the beginning of the student's clinical training.

Prerequisite Courses

Students who do not have a formal psychology/counseling educational background will be required to complete two prerequisite courses. These prerequisite courses do not count toward the total 61 units needed to earn the MSC degree. Your letter of acceptance will notify you if you need to take either or both courses. These courses must be completed within the student's first 18 units, and they must be completed before a student can begin clinical training. The prerequisite courses offered are:

- CSL4310 Community Mental Health (3 units)
- CSL3450 Abnormal Psychology (3 units)

Transferring a Course

Students may apply for as many as nine (9) graduate-level units to be transferred into the program from another accredited institution. See the Hope International University catalog for more information about transferring or waiving graduate coursework.

Graduation Petition

A Petition to Graduate must be submitted based on the following dates (subject to change):

- May Graduation - Petition due to Registrar March 1st
- December Graduation - Petition due to Registrar October 1st

Prior to a student's final semester, each student will receive an email appointment request from their Academic Coach. Each student will complete their Graduation Petition one semester before they are due to graduate. Those students who complete the process early will be eligible to register for their final semester before registration opens to all students.

To have your Graduation requirements checked by the Registrar's Office, you must file a petition by the deadline indicated. All Graduate students must complete the program requirements and maintain at least a 3.0 GPA to graduate from the program.

Completion of Program Requirements

1. All 61 units (and any required prerequisite\ units) with a GPA of 3.0 or higher
2. All clinical training hours must be completed, and a verification of completion from the Clinical Training Coordinator is then submitted to the Registrar's Office. This verification reflects that the student has completed the following hours:
 - a. A total of 700 clinical training hours, including:
 - * A minimum of 300* direct client contact hours, 100 of which must be relational hours. (*Note: Students are responsible for determining the minimum hours requirement for licensure in their respective state).
 - * A maximum of 100 teletherapy hours can be counted towards the 300 direct client hours.
 - * 100 supervision hours of which 50 hours must be observational hours (observation of students' work with clients through audio and/or video recordings or live observation via one-way mirror, in-the-room co-therapy, use of reflecting team, etc.).
 - b. 50 hours of Professional Development

Academic Probation

A student in a graduate program will be placed on academic probation when his/her cumulative grade point average at HIU falls below 3.0. In the following probationary term, the student must complete 9 units and achieve a 3.0 grade point average for that term or be subject to academic dismissal. The student will be removed from academic probation only when the cumulative GPA has been raised above 3.0. Students may also be placed on academic probation for failure to comply with program policies essential to satisfactory progress in their degree program.

Academic Dismissal

A student may be academically dismissed from Hope International University for violation of academic integrity (*as defined in this catalog's section on Academic Integrity*), or by failing to meet conditions of academic probation (*as defined in this catalog's section on Academic Probation*), by demonstrated disengagement from the learning process so that academic progress toward a degree is unlikely, or for behavior that disrupts the learning process in the classroom environment, on campus or online (*as determined by the College Dean*). When academic dismissal occurs, a student must wait at least ten months from the date of dismissal before they are eligible to petition to re-enter the University. There is not a guarantee that such petitions will be approved. For additional information on academic probation and academic dismissal, see the HIU 2023-2024 Catalog, pages 95 – 96.

Student Conduct

Students, by their voluntary membership in this Christian community, assume responsibility to abide by all the standards of Hope International University. They should also use personal discretion regarding any activities that may be morally or spiritually destructive or that may reflect poorly on the University.

Both the institution and its members have an obligation to confront known breaches of integrity in the ranks of its membership. Such confrontations should be conducted in Christian love, with the purpose of redeeming and restoring the individual. Refer to the **HIU Student Handbook** and the **Graduate and Online Handbook** code of conduct sections, for more information.

Action Plan

In the event a student is not progressing in the program either academically or clinically, the student may be placed on an action plan to support their successful completion of the program. Depending upon the growth areas identified by Faculty, Program Chair, Clinical Training Director or the Clinical Training Site, the student will work closely with the corresponding Director overseeing the identified area. The student will meet with the appropriate director and will review the action plan. A student's success will be determined through measurable changes outlined in the action plan. If the student does not successfully complete the action plan as required, the student may be subject to dismissal from the program.

Clinical Training

Clinical Training Overview

The clinical training program includes 700 hours of clinical experience and 50 hours of professional development. Clinical experience involves participation in the Supervised Practicum and Internship courses, while accruing clinical training hours at an approved clinical training site. Students must complete a total of 700 clinical training hours, which includes a minimum of 300 hours of direct client contact (e.g., counseling or marriage and family therapy). Of the 300 hours direct client contact, 100 hours must be relational hours. A maximum of 100 teletherapy (i.e., telehealth) hours may be counted as direct client contact hours. The balance of clinical experience can be non-direct hours as defined below.

***Note:** In the state of California, a minimum of 280 direct client contact hours are required to qualify for registration as an Associate Professional Clinical Counselor (APCC), and a minimum of 225 direct client contact hours are required to register as an Associate Marriage and Family Therapist. However, the MSC Program requires all students – regardless of state of residence/intended registration/licensure – to complete a minimum of 300 direct client contact hours as part of their 700-hour in-degree clinical training. Students who reside outside of California are responsible for determining the minimum hours requirement for registration in their respective state.

Direct Clinical Contact Hours are defined as a therapeutic meeting of a clinician and client (individual, relational, or group) occurring in-person synchronously, either physically in the same location or mediated by technology. Assessments may be counted if they are in-person processes that are more than clerical in nature and focus.

Note: Activities such as telephone contact, case planning, observation of therapy, record keeping, trainings, role-playing, travel, administrative activities, consultation with community members or professionals, and/or MFT relational/systemic supervision are not considered direct client contact.

Non-Direct Clinical Hours are defined as clinical/professional hours that support the work done in direct client contact hours.

- Examples of non-direct clinical hours include telephone contact, case planning/management, observation of therapy, record keeping, trainings, role-playing, travel, administrative activities, consultation with community members or professionals, and/or MFT relational/systemic supervision.

Relational Hours are defined as direct clinical contact hours in which a clinician delivers therapeutic services with two or more individuals conjointly, who share an ongoing relationship beyond that which occurs in the therapeutic experience itself.

- Examples include family subsystems, intimate couple subsystems, enduring friendship/community support subsystems, and residential, treatment, or situationally connected subsystems.
- Group therapy can be counted as relational hours if those in the group therapy have a relationship outside of (beyond) the group itself. Conversely, group therapy sessions of otherwise non-related individuals are not considered as relational hours. Relational/Systemic Ethics refer to ethics that recognize distinct ethical guidelines and issues that evolve from practicing with more than one individual or having a relational/systemic view of the world.

Teletherapy is defined as the synchronous provision of therapeutic services using a secure video platform following state and federal regulations and guidelines.

Note: Students can only provide teletherapy to clients who are physically located in the state where the student is completing their clinical training hours. The MSC Program's policy and procedures is available for student review under the 'Clinical Training' module of the 'MSC Orientation & Resources' course in Canvas.

Time Frame for Completion of Clinical Training Hours

The 700 hours of clinical experience must be completed in three (3) consecutive semesters (a period of 12 months) concurrent with enrollment in the following courses: one semester of CSL6800 Supervised Practicum followed by two semesters of CSL6850 Internship.

Requirements for Additional Internship Course

Once the student has completed one semester of CSL6800 Supervised Practicum and two subsequent semesters of CSL6850 Internship, if the 700 clinical training hours still have not been completed **the student must enroll in additional sections of CSL6850 Internship until the 700-hour requirement has been met.** It is both a university and a state requirement that students be enrolled in these courses while completing the remainder of their 700 clinical training hours. While enrolled in subsequent sections of CSL6850 Internship, the student must fully participate in course assignments and activities – including attendance at synchronous online class meetings – and is obligated to pay full tuition for the course.

Professional Development Hours

In addition to clinical experience, students must complete 50 professional development hours. Professional development hours (PD) are intended to provide the student with the opportunity to pursue areas of special interest, enhance their individual education, and network with other clinicians in the field. These hours include such activities as a) in-person attendance at conferences, workshops/trainings, and seminars; b) obtaining personal counseling from a licensed clinician; c) participating in volunteer community service (a maximum of 10 volunteer hours can be counted towards PD); and d) online workshops/trainings. All conferences, workshops/trainings, and seminars - whether taken in person or on ground - must be pre-approved by the MSC Clinical Training Coordinator with the following exceptions: trainings sponsored by American Counseling Association, American Association for Marriage and Family Therapy, California Association of Marriage and Family Therapists, American Psychological Association or American Association of Christian Counselors are considered 'pre-approved' for purposes of accruing PD hours. Training approved by other professional organizations that are eligible to provide continuing education to licensed professional counselors or licensed marriage and family therapists also qualify as 'pre-approved.' More information regarding professional development hours can be found in the '**MSC Orientation and Resources**' course in **Canvas**.

Client Simulations

Each student will complete multiple client simulations with simulated clients as a part of their clinical training for the program. During the simulations, the student will practice and demonstrate their clinical knowledge, skills, and professionalism. The purpose of the simulations is to provide the student with supervised practice utilizing specific skills and therapeutic interventions. Using simulations, students will have the opportunity to play the roles of a client and a therapist, complete an intake session, and demonstrate therapeutic interventions. Students will receive feedback from each simulation that will promote their growth and development as a counselor or therapist. The simulations may begin in the student's first semester and may continue throughout the duration of the program. A complete description of the client simulations is found in the Client Simulation Handbook, located in the MSC Orientation

and Resources course on the student's Canvas dashboard.

Recording and Confidentiality

Students may at times be required to present recordings of their clinical work as part of the clinical training requirements. Recordings must be treated in the same manner as any other confidential materials and the student must obtain written consent from the client prior to recording. Recordings are to be kept in a locked place at your clinical training site and while transporting the recording, all precautions must be taken to guard confidentiality. To be HIPAA compliant, the acceptable session recording formats include CD/DVD and flash drives, or personal recording devices (camera, cell phone, laptop, or tablet) which must be password protected.

Advance to Practicum

Students are required to complete the Advance to Practicum process prior to accruing hours at an approved clinical training site. One semester before a student begins clinical training, the student must be enrolled in Clinical Counseling II (CSL6995). This course is designed to facilitate the Advance to Practicum process and to prepare the student to begin their clinical training. Once a student has completed the Advance to Practicum process, when the student registers for CSL6800 Supervised Practicum, a one-time fee of \$1,200 is charged to the student's account (students should have already secured a trainee position at an approved clinical training site by the time of their Advance to Practicum interview).

Students must complete the following requirements and must obtain departmental approval to Advance to Practicum:

1. Completion of at least **12 units of coursework**, in addition to **all the prerequisite courses**, which includes:
MSC Program Prerequisite Courses:
 - **CSL4310 Community Mental Health**
 - **CSL3450 Abnormal Psychology**
2. Complete Required Courses:
 - **CSL5120 Professional Ethics and Law**
 - **CSL6180 Psychopathology**
 - **CSL5990 Clinical Counseling I**
 - **CSL6995 Clinical Counseling II**
 - **CSL5225 Child Abuse Course**
 - **CSL5010 Counseling Theories**
3. Maintain a 3.0 Grade Point Average
4. Submit the following paperwork during the Advanced to Practicum Interview:
 - Application to Accrue Hours
 - A copy of student's professional membership card, or proof of membership (either ACA, AACC CALPCC or CAMFT membership)
 - A copy of student's certificate of proof of malpractice insurance
 - A copy of student's resume/curriculum vitae
 - Professional Development Plan completed by student
5. Advance to Practicum Interview Form (top portion completed by

student) Successfully complete an Advance to Practicum interview with the Advance to Practicum Coordinator.

Clinical Training Sites

To complete their required clinical training hours, students must obtain a trainee position at an approved clinical training site. All clinical training sites must meet and comply with the California Board of Behavioral Sciences (BBS) Statutes and Regulations, as well as the policies set by the MSC Program. For those students at a clinical training site outside of California, the site must meet and comply with local statutes and regulations governing the practice of professional counseling and of marriage and family therapy. Clinical training sites must be non-profit entities providing counseling services as a regular part of their business. Sites must be able to provide trainees with weekly supervision by a licensed clinician who is eligible to provide supervision to counseling trainees and associates. In the Clinical Counseling II course, students will receive more detailed information regarding eligibility criteria for clinical supervisors.

Clinical training sites must obtain departmental approval prior to a student being eligible to begin working at the site. Clinical training sites may require personal information such as a copy of the student's driver's license, social security number, fingerprinting, etc., to complete background check requirements. It should be noted that the clinical training site requirements are unique to each site and HIU has no control over each site's requirements.

Students learn about the approved clinical training sites from the Clinical Training Site Handbook and in the Clinical Counseling II course. The handbook can be downloaded from the ***MSC Orientation and Resources*** resource in Canvas.

Students must accrue their clinical training hours from an approved clinical training site over a period of no less than three semesters (e.g., 12 months). Students wanting to work with an unapproved site must submit a **Petition for Site Approval** – located in the ***MSC Orientation and Resources*** resource in **Canvas** - to the MSC Clinical Training Coordinator to begin the site approval process. Students may not begin working at a site until they have received site approval from the Clinical Training Director. Students working in an approved clinical training site must be enrolled and participate in a Supervised Practicum or Internship course.

Approval of Two Clinical Training Sites

On *rare* occasions, students may be considered for a second training site to assist them in completing their clinical training hours within the time frame of their graduation plans. A second training site will not be considered for any other reason. Before considering a second training site, every effort must be made by the student, the Clinical Training Director, and the student's initial site to explore all available options for the student to complete their clinical training hours at the initial site. If these initial efforts are not successful, the student must then obtain written approval from the MSC Clinical Training Director *before* pursuing a second training site. To be approved for two clinical training sites the student must be in good academic standing with a GPA of 3.0 or above, have sufficient availability to accrue hours at two sites concurrently, demonstrate excellent professional standards, and demonstrate the capacity to adhere to the demands of two practicum sites.

Supervised Practicum and Internship Courses

Course Description (CSL6800) Supervised Practicum (1 semester, 3 units)

This course provides an introduction to supervised counseling experience in applied psychotherapeutic techniques, assessment, diagnosis, prognosis, and treatment of premarital, family, and child relationship dysfunctions. Emphasis is placed on contextual and multicultural factors. This course is graded for 'credit/no credit.' (*Prerequisites: CLS5010, CSL5120, CSL5990, CSL6180, CSL6995, and CSL5225.*) (*HIU Catalog*).

Upon successful completion of CSL6800 Supervised Practicum, students will enroll in CSL6850 Internship for two consecutive semesters, where they will complete their remaining clinical training hours. All clinical training hours, professional development hours, and degree requirements must be completed prior to the posting of one's degree.

Course Description (CSL6850) Internship (2 semesters, 6 units)

This course provides supervised therapy experience in applied psychotherapeutic techniques, assessment, diagnosis, prognosis, and treatment of premarital, family, and child relationship dysfunctions. Emphasis is placed on contextual and multicultural factors. This course is graded for 'credit/no credit.' (*Prerequisites: CLS6800.*) (*HIU Catalog*).

Clinical Training Student Requirements

Track Your Hours

Prior to a student beginning their clinical training, they are required to join **Track Your Hours**. Use of **Track Your Hours** is required of all students, regardless of their state of residence. **Track Your Hours** is a web-based computer software program designed to assist students in tracking and recording their clinical training hours. Clinical training hours will be submitted utilizing this web-based computer software program. Students are responsible for all clinical training paperwork and should keep their paperwork in a safe and secure place. Students can obtain the required clinical training paperwork by downloading it from files in the *MSC Orientation and Resources* resource in **Canvas**.

Beginning Requirements

1. Obtain a trainee position at an approved clinical training site.
2. Successfully complete the Advance to Practicum process.
3. Submit a signed **Four-Way Clinical Training Agreement** to the Clinical Training Program Coordinator (CTPC). This form is in the *MSC Orientation and Resources* course in **Canvas**. The student and the clinical site representatives must sign this agreement prior to submitting it to the CTPC).
4. If you will be pursuing the MFT or LPCC license in California, complete the appropriate **BBS' Supervisor Responsibility Statement and Supervisory Agreement**. These are documents that you need to keep safe for your records. Do not submit these documents to the university. ***Note:** If you are outside of California, your respective state may have their own version of the Supervisor Responsibility Statement and/or the Supervisory Agreement.
5. Join **Track Your Hours** and set up your account.

Ongoing Requirements

1. Attend weekly on-site supervision.
2. Participate in your Supervised Practicum and/or Internship course each week.

3. Comply with the current **BBS Statutes and Regulations** (or the statutes and regulations of your state)
4. Comply with the policies and procedures set by the MSC Program.
5. Comply with the policies and procedures set by your clinical training site.
6. Comply with all ethical and legal obligations during your clinical training.
7. Each week, enter the hours you have accrued in **Track Your Hours**.
8. **Immediately report any changes and/or concerns at your site to the Clinical Training Director.** These changes may include:
 - a. Supervisor changes
 - b. Site location changes
 - c. Changes to the Four-Way Clinical Training agreement (i.e., early termination or an extension of the terms of agreement)
9. If a student's malpractice insurance or professional membership expires during their clinical training, then the student will need to renew their policy and/or membership and submit the renewal documentation to show that the coverage is up to date.
10. The student is responsible for notifying the MSC Program in a timely manner of any professional or personal difficulties, which may affect the performance of his or her professional duties and responsibilities.

End of the Semester Documentation Requirements

The MSC program is required to monitor student progress in clinical training. It is a program requirement that you submit your end of semester documentation on the assigned due date. Information regarding the requirements for the end of semester documentation can be found in the ***MSC Orientation and Resources*** resource and in your Practicum/Internship courses in **Canvas**. At the end of the semester, students are required to submit their documentation digitally in Watermark, a cloud-based system used by the MSC Program to track clinical training hours and professional development hours. The Clinical Training Director will provide students with instructions on how to upload and enter documentation of your clinical training hours and professional development hours. Students must submit the end of semester documentation **two weeks** before the semester ends according to the due date listed in the Practicum/Internship course syllabus. If the end of semester documentation is late, incorrect, and/or incomplete, the student must submit a Request for Exception **and** a Petition for Incomplete Course to their Practicum/Internship professor.

Petitioning for an 'Incomplete' Course

Students may obtain the Petition for Incomplete Course from their Academic Coach and the Request for Exception form from the ***MSC Orientation and Resources*** resource of **Canvas**. If end-of-semester documentation requirements are not met, the student may receive an incomplete for their Practicum/Internship course and/or may be placed on clinical training probation. The required end of semester documentation includes:

1. **Site Summary Report** [This is a report that is generated from **Track Your Hours**; this form must be signed by your supervisor(s).] Student uploads this form.
2. **Supervisor's Evaluation of MSC Student** (one from each supervisor; supervisor completes online)
3. **MSC Student's Evaluation of their Site and Supervisor** (one for each supervisor; student completes online)
4. **Request for Exception form** (if applicable) This form must

be submitted if any of the following occurs:

- Late, incomplete, and/or incorrect end of semester paperwork (A Petition for Incomplete is also needed in this case).
- Currently enrolled in a Supervised Practicum or Internship course but not currently seeing clients at their site.

5. **Proof of completed Professional Development hours** to date (if applicable). Student uploads this documentation.

Leaving a Clinical Training Site

A student's training contract with their clinical training site ends as stated in the Four-Way Clinical Training Agreement. The student is responsible for notifying the MSC program within 24 hours of any professional or personal difficulties which may affect the performance of his or her professional duties and responsibilities related to their clinical training. The Clinical Training Director will assist any student who is having difficulties and, if needed, an action plan will be implemented. A student's early voluntary separation from a clinical training site is not permitted unless approved by all involved parties which include the site, the school, the supervisor, and the student. Upon completion of the clinical training site requirements, students will need to secure the following documentation before leaving their clinical training site. Keep all this documentation in a safe place.

1. Complete the BBS "**Experience Verification**" form and have your supervisor sign it (see the BBS website for forms). ***Note:** This is a California form. Other states may have their own version of this form.
2. Have your supervisor sign for all your clinical hours on your final **Track Your Hours Summary Report** (Keep these documents in a safe and secure place).
3. Complete your final **Student Evaluation of Site** (if not already done).
4. Have your supervisor complete the **Supervisor's Evaluation of MSC Student** (if not already done).

Clinical Training Probation

Students must meet and comply with the BBS Statutes and Regulations, as well as the policies set by the MSC Program. In addition, students residing outside the state of California are responsible for meeting and complying with the statutes and regulations of the state in which they plan to pursue licensure. If a student violates BBS statutes or regulations, policies of the MSC Program, and/or clinical training site requirements the student may be placed on Clinical Training Probation. While on Clinical Training Probation the student will be subject to a period of review and additional requirements as deemed by the MSC Program Chair and/or the Clinical Training Director. Students may be placed on Clinical Training Probation for one or more of the following reasons, but not limited to:

- Incomplete/Missing Clinical Training Paperwork
- Unprofessional Conduct
- Deficient Clinical Skills
- Lack of Sufficient Progress
- Gross Negligence
- Violation of California BBS (or other states) Statutes and Regulations

- Violation of Clinical Training Site Policies
- Violation of MSC Program Policies
- Violation of the Four Way Clinical Training Agreement

Students placed on Clinical Training Probation will receive a formal letter indicating their period of probation and the additional requirements the student will need to meet to continue in their clinical training. Students must complete the additional requirements to remain in their clinical training site and to continue accruing clinical training hours.

Clinical Training Hours of Experience

After a student has completed the Advance to Practicum process and the Four-Way Clinical Training Agreement has been submitted, the student can begin accruing hours at their clinical training site on the first day of their CSL6800 Practicum class. **Clinical training hours consist of a) direct client contact hours and b) non-direct clinical hours. Direct client contact hours** include counseling with individuals, couples, families, and/or groups. Group therapy hours are counted by the number of hours, not the number of clients within the group. For example, one hour of group therapy with six clients is counted as one hour of direct client contact. **Non-direct clinical hours** consist of a) supervision, b) note and report writing, c) attending staff meetings or trainings at the clinical site and d) other clinical/professional activities assigned by the student’s clinical supervisor that are intended to further or support the student’s direct client contact with clients.

Supervision at Clinical Training Sites

Students are required to meet with their clinical training site supervisor weekly for supervision. Supervision at the clinical training site must be provided by a clinical supervisor who adheres to relational/systemic perspectives. As a trainee, each week **students are required to have at least “one unit” of supervision for every five direct client contact hours per week.** **A unit of supervision means a) one hour of individual supervision or b) two hours of group supervision.** Additional supervision may be required if a trainee goes over the required ratio. **Group supervision** must include eight or fewer trainees/post-graduate associates in the room, and **individual supervision** is one-on-one with the supervisor.

All supervision must take place face-to-face between the student(s) and the supervisor. Students are required to keep track of their supervision-to-client ratios and to notify their supervisor if they need additional supervision. Students may not count clinical training hours during any week where supervision was not provided. MSC students may engage in virtual supervision with their site clinical supervisor. **Virtual supervision** is defined as the process of delivering synchronous (live) supervision using a secure video platform. The online supervisory interaction provided by the practicum site must be compliant with relevant state, federal, and provincial regulations for the location in which the trainee and supervisor are physically located.

If a supervisor is providing supervision at the clinical training site on a volunteer basis, then the supervisor and the clinical site must have a **letter of agreement** indicating that the supervisor is providing supervision on a volunteer (non-paid) basis. On the California **BBS’ Experience Verification** form, there is a place for the supervisor to indicate if they are providing supervision on a volunteer basis, as opposed to self-employed or on a paid basis. If the supervisor is working on a volunteer basis, then attach the letter of agreement between the supervisor and the clinical training site to the Experience Verification Form as required by Title 16, California Code of Regulations Section 1833 (b) (4). The trainee should maintain a copy of this letter of agreement to

submit with the application for licensure. **Note: Other states may have similar requirements.*

Number of Supervision Hours Required

During the clinical training experience, students must receive 100 hours of supervision from their site supervisors at their clinical training sites. Of the 100 hours of supervision, 50 hours must include observable data. In addition to tracking the 100 hours of supervision at their clinical training sites, students are also responsible for ensuring that they meet the minimum ‘direct client hour to supervision’ ratio required by the state in which they are completing their clinical experience.

Observable data is defined as data from a student’s work with clients in direct client hours that is collected via audio and/or video recordings, or observation by the site supervisor of the student’s work with clients from behind a one-way mirror.

Resolving Concerns

Attendance/participation in the Supervised Practicum and Internship courses does not count as site supervision. Students will resolve all Supervised Practicum or Internship course concerns with their professor. If the student is unable to resolve the concern, then the student may contact the MSC Academic Coach for advisement.

Students will resolve all site and client concerns with their clinical training site supervisor and/or site director. If the student is unable to resolve an issue, it should be addressed with HIU’s Clinical Training Director. The Clinical Training Director will assist the student in resolving their concern with their site. The student is responsible for notifying the MSC Program within 24 hours of any professional or personal difficulties, which may affect the performance of his or her professional duties and responsibilities at the clinical training site. The Clinical Training Director can assist any student who is having academic or interpersonal difficulties. If needed, an action plan will be implemented. Contact information for the Academic Coach, the Clinical Training Director and the MSC Program Chair is located in the ‘**Where to Get Information**’ module of the ‘**MSC Orientation & Resources**’ course in Canvas.

Addressing Issues of Supervision During the Clinical Experience

If at any time an issue arises regarding student access to their clinical site supervisor, the student must immediately notify the site director and the MSC Clinical Training Director. The Clinical Training Director will collaborate with the site to provide support in developing a plan for supervision coverage of the student’s clinical training hours.

Professional Development Hours

In addition to the 700 clinical training hours (which includes the minimum of 300 direct client hours), **students must also complete 50 hours of professional development.** Professional development (PD) hours are intended to provide the student with the opportunity to pursue areas of special interest, enhance their individual education, and network with other clinicians in the field. Professional development hours include such activities as a) in-person attendance at conferences, workshops/trainings, and seminars; b) obtaining personal counseling from a licensed clinician; c) participating in volunteer community service (a maximum of 10 volunteer hours can be counted towards PD); and d) online workshops/trainings. The total 50 PD hours may be completed in any combination of these categories. There is no limit to any of the

number of hours students can complete in any of the PD categories *except* for the category of volunteer community service. All conferences, workshops/trainings, and seminars - whether taken in person on-ground or online - must be pre- approved by the MSC Clinical Training Coordinator with the following exceptions: trainings sponsored by American Counseling Association, California Association of Marriage and Family Therapists, American Psychological Association or American Association of Christian Counselors are considered 'pre-approved' for purposes of accruing PD hours. More information regarding professional development hours can be found in the '**MSC Orientation and Resources**' course in **Canvas**.

- Copies of certificates from conferences, seminars or workshops/trainings, letters verifying personal therapy, and letters verifying community service may be uploaded by students to Watermark when documentation is due at the end of the semester. **Students may begin working on their professional development hours starting on their first day of classes in the MSC program.**
- **Volunteer community service** is defined as donated service or activity that is performed for the benefit of the public or its institutions. A maximum of 10 hours of community service may be counted as professional development hours. The community service must be through a professional organization and the agency needs to provide you with a signed and dated letter on their letterhead identifying the days, hours, and the service that you have completed.
- Students are highly encouraged to complete personal counseling or therapy with a **fully licensed** clinician. Personal counseling/therapy hours include any individual, couple, family, or group counseling hours completed with a Licensed Marriage and Family Therapist, Licensed Clinical Social Worker, Licensed Professional Clinical Counselor or Licensed Psychologist. Hope Counseling Center is not an option for HIU MSC students to receive personal counseling. There is no maximum for personal counseling hours. If a student chooses, they may complete all 50 PD in personal counseling.

Comprehensive Case Presentation (CCP)

The MSC program prepares students to successfully complete the Comprehensive Case Presentation (CCP), an assessment process that evaluates the expected competency level of each student in the program. Students complete the CCP while enrolled in CSL6850 Internship.

The CCP demonstrates the student's in-depth knowledge and application of the following core areas: clinical evaluation, crisis management and psychosocial stressors, treatment plan and case management, therapeutic interventions, legal issues, ethical issues, and diversity. The CCP includes two parts: a written case report and an oral case presentation, which may include a video clip with a transcription. A description of the CCP is in the **CCP Handbook**, located in the *MSC Orientation and Resources Course* in Canvas.

MSC Competency Model

The Master of Science in Counseling (MSC) program strives to provide students with a well-rounded academic and clinical experience. Students in the MSC program will complete a portfolio of their academic and clinical work to substantiate their cumulative development, growth, and demonstration of ethical competency, multiculturally informed clinical practice, and theoretically sound research.

The Clinical Competency Portfolio is a summative assessment tool used to assess the student's overall ability to effectively demonstrate basic skills. The Clinical Competency Portfolio is completed by graduating students and is designed to demonstrate student competency upon graduation through the submission of selected assignments that demonstrate meaningful application of essential knowledge.

The MSC program has established competency benchmarks based on the program's mission, goals, and student learning outcomes. Evidence of Clinical Competency is linked to seven content areas including *Clinical Evaluation, Crisis Management, Law, Ethics, Treatment Plan, Case Management, and Diversity*. Assignments selected for the Clinical Competency Portfolio have been selected from core MSC courses (generally second year and treatment courses) and the Comprehensive Case Presentation (CCP). Students are required to upload selected assignments into Watermark. The Clinical Competency Portfolio is to be completed within a student's last semester and evaluated by faculty.

Position Descriptions

The MSC program staff can assist students during their time in the program to ensure clear and complete communication of program expectations and standards. Staff and faculty will assist students in process, procedures, and policies according to the MFT Handbook, HIU Catalog, and BBS Statutes and Regulations.

Chair/Program Director

The MSC Chair/Program Director oversees and ensures compliance of educational standards for the Master of Science in Counseling Program according to university standards, BBS, and WASC. The Chair/Program Director is responsible for the development, management, and oversight of all aspects of the program, which includes, but is not limited to curriculum, clinical training, faculty development, and assessment of educational outcomes to enhance the program.

Clinical Training Director

The MSC Clinical Training Director oversees and ensures compliance with clinical standards for the Master of Science in Counseling Program according to university standards, BBS, and WASC. The Clinical Training Director is responsible for the development, management, and oversight of all aspects of clinical training, which includes, but is not limited to clinical training curriculum, clinical training sites, advance to practicum, and the verification of the program's clinical requirements.

Clinical Training Coordinator

The Clinical Training Coordinator collects and maintains the students' practicum/internship site paperwork, including the Four-Way Clinical Training Site Agreement and end-of-semester paperwork, and assists with mentoring students to enhance their clinical skills and increase proficiency in clinical growth areas.

Academic Coach

The Academic Coach works with students before admission until they graduate. Academic coaching is tailored to meet students' individual needs and provide them with the resources and support that are specific to them. The Academic Coach works with students to encourage them and provide resources to help students succeed, which may include formulating educational plans, helping set goals, and keeping students accountable for reaching those goals.

Faculty

The MSC program faculty represents a wide variety of therapeutic approaches and is actively involved in Teaching, Scholarship, Service, and Practice related to the professions of marriage and family therapy and counseling. The MSC Program holds faculty meetings twice each year during the Fall and Spring semesters. Annually faculty complete Faculty Development Plans, which outline their work in the previously listed areas. The plans are provided to the Dean of the College and the Chair/Program Director. Faculty are encouraged to maintain an active role in student learning outcomes development, assessment, and implementation of program standards. Faculty are required to adhere to policies and responsibilities according to their faculty contract and the university's faculty handbook. For MSC faculty biographies please see the faculty directory on the HIU website at www.hiu.edu.

Supervisors

MSC faculty, who are AAMFT Approved Supervisors or AAMFT Supervisor Candidates, supervise students within their practicum and internship courses. Additionally, an on-site supervisor at the

students' practicum site provides weekly supervision.

Students

MSC students represent a diverse population from different states and countries, as well as a wide variety of racial and ethnic backgrounds. Students are encouraged to learn through experiences in the virtual classroom, in clinical training sites, and through networking to complete their professional development hours. MSC staff and faculty closely mentor students to help them complete the MSC program.

Governance

Governance in the MSC Program consists of the Dean, Program Director, Clinical Training Director, Clinical Training Coordinator, Faculty, Supervisors, Staff, and Students. The program values the perspectives and feedback from each member of these groups and aims to use this input for continuous improvement.

MSC Program Contacts

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Clinical Training Director
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MSC Courses

To be considered for conferral of the Master of Science in Counseling degree, students in the MSC Program must successfully complete all coursework, clinical training hours and professional hours as outlined below. The MSC Program runs year-round as follows: Fall – 16 weeks; Spring 16 weeks; Summer eight to ten weeks (see note following the list of courses below.) The Fall and Spring semesters are each divided into two eight-week modules. Most courses in the program are eight weeks in length; however, some courses may run for ten to 16 weeks (see note following list of courses below.) At the beginning of their program, students will be provided with a graduation plan (“**Grad Plan**”) outlining the order in which they must take their classes. **Students are required to follow their Grad Plan.** If the student encounters circumstances which may require an unavoidable change in their Grad Plan the student is responsible for immediately contacting the MSC Academic Coach to have any revisions authorized for their Grad Plan. ***NOTE: Any deviation from the student’s Grad Plan by the student or any authorized change made to the student’s Grad Plan may result in extending the student’s anticipated graduation date.**

Prerequisites (6 Units)

- CSL3450 Abnormal Psychology (3 units)
- CSL4310 Community Mental Health (3 units)

Required Courses (61 units)

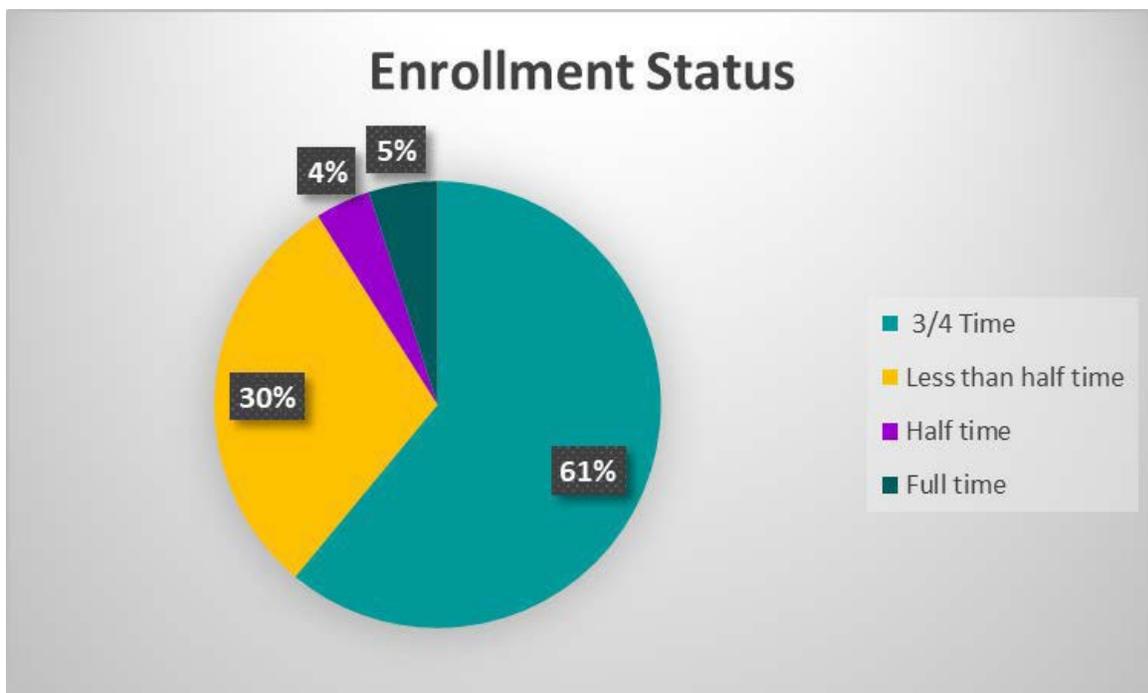
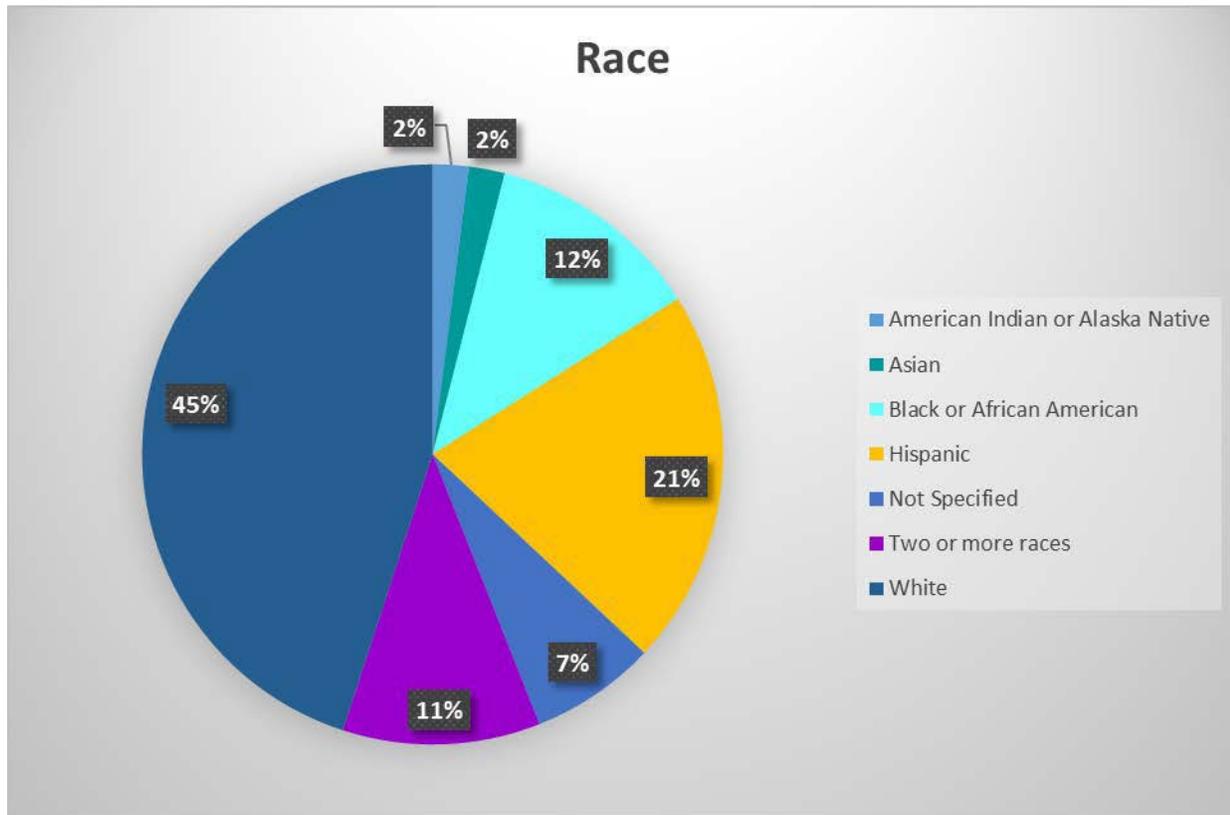
- CSL5010 Counseling Theories (3 units)
- CSL5110 Human Sexuality (1 unit)
- CSL5120 Professional Law and Ethics (3units)
- CSL5130 Research Methodology (3 units)
- CSL5200 Substance Abuse, Addiction, and the Family (3 units)
- CSL5225 Child Abuse Detection, Intervention and Treatment (credit/no credit)
- CSL5230 Disaster, Trauma and Abuse Response (2 units)
- CSL5240 Family Violence Detection, Intervention and Treatment (2 units)
- CSL5990 Clinical Counseling I (credit/no credit)
- CSL6100 Lifespan Development (3 units)
- CSL6110 Interpersonal Communication and Therapeutic Qualities (3 units)
- CSL6125 Multicultural Perspectives in Counseling (3 units)
- CSL6130 Theories of Marriage and Family Therapy (3units)
- CSL6140 Group Therapy (3 units)
- CSL6150 Treatment of Children (3 units)
- CSL6180 Psychopathology (3 units)
- CSL6195 Assessment in Counseling (3 units)
- CSL6300 Treatment of Older Adults (3 units)
- CSL6350 Treatment of Couples (2 units)
- CSL6400 Psychopharmacology (3units)
- CSL6700 Career Counseling and Development (3 units)
- CSL6800* Supervised Practicum (3 units)
- CSL6850* Internship (2 semesters for a total of 6 units)
- CSL6920 Comprehensive Case Presentation
- CSL6995* Clinical Counseling II (credit/no credit)

*Note: CSL6800, CSL6850, and CLS6995 run for 16 weeks in the Fall, 16 weeks in the Spring and 8 weeks in the Summer. All other courses run for 8 weeks.

Additional Requirements:

- 700 Clinical Training Hours, including a minimum of 300 Direct Client Contact Hours of which 100 must be relational hours. (Students outside of California may be required to complete a higher minimum number of Direct Client Contact Hours depending on their state's requirements.)
- 50 Professional Development Hours
- Students must maintain a GPA of 3.0 or higher throughout their time in the MSC Program.

Student Demographics



VERIFICATION OF READING OF HANDBOOKS AND BBS STATUTES AND REGULATIONS

Students must read and are responsible for knowing the information in the following seven documents:

1. HIU Catalog (for the year that you began your program at HIU)
2. MSC Program Handbook (for the year you began the MSC Program)
3. HIU Student Handbook
4. Graduate and Online Handbook
5. Board of Behavioral Sciences Statutes and Regulations and the statutes *or regulations of the state where student intends to seek licensure (if different from California)*.
6. Client Simulation Handbook

STUDENT STATEMENT

(PLEASE RETURN A SIGNED DIGITAL COPY OF THE STUDENT STATEMENT TO THE MSC PROGRAM CHAIR WHEN YOU HAVE COMPLETED READING THE ABOVE DOCUMENTS)

I have read and understand the contents of the above-listed documents/items, including University policies and rules governing my personal conduct, class attendance, changes/withdrawals, course requirements, graduation requirements, confidentiality, and academic integrity. I have had the opportunity to ask questions about the University's policies and rules. I agree to abide by these policies and rules during my enrollment and understand the consequences if I do not.

Name (please print)

Signature

Date