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JANICE K. BREWER
Governor

TOBI ZAVALA
Executive Director

MEMORANDUM

TO: Rules Subcommittee
FROM: Donna Dalton
DATE: 7/28/2014
RE: Meeting documents for 7/31/2014

Following you will find the documents we'll be reviewing at the rules subcommittee meeting on 7/31/2014. We will be discussing clinical supervision, supervised work experience, curriculum, and the curriculum review process.

ATTACHMENT A Proposed Supervised Work Experience rules
ATTACHMENT B Proposed R4-6-404, 504, 604, 706
ATTACHMENT C Proposed R4-6-212
ATTACHMENT D Considerations for the subcommittee
ATTACHMENT E Proposed R4-6-501 counseling curriculum
ATTACHMENT F Current CACREP core areas
ATTACHMENT G Stakeholder workgroup proposed language for R4-6-501
ATTACHMENT H Proposed R4-6-701 LSAT curriculum
ATTACHMENT I CA sample LPCC curriculum review forms
ATTACHMENT J CA sample MFT curriculum review forms

ATTACHMENT

A

R4-6-403. Supervised Work Experience for Clinical Social Worker Licensure

- A. After completing the degree required in R4-6-401(B), an applicant for clinical social worker licensure shall complete a minimum of 3200 hours of supervised work experience in the practice of clinical social work in no less than 24 months.
1. Supervised work experience in the practice of clinical social work is limited to the use of:
 - a) Psychotherapy for the purpose of assessment, diagnosis and treatment of individuals, couples, families and groups;
 - b) Psychoeducation provided to individuals, couples, families and groups.
 2. The 3200 hours of supervised work experience in clinical social work shall include:
 - a) A minimum of 1600 hours of direct client contact, of which not more than 400 hours can be psychoeducation;
 - b) A minimum of 100 hours of clinical supervision that meets the requirements of R4-6-212 and R4-6-404.
- B. During the supervised work experience period required in subsection (A), an applicant for clinical social worker licensure shall not engage in independent practice.
- C. There is no supervised work experience requirement for licensure as a baccalaureate social worker or a master social worker.

R4-6-503. Supervised Work Experience for Professional Counselor Licensure

- A. After completing the degree required in R4-6-501, an applicant for professional counselor licensure shall complete a minimum of 3200 hours of supervised work experience in the practice of professional counseling in no less than 24 months.
1. Supervised work experience in the practice of professional counseling is limited to the use of:
 - c) Psychotherapy for the purpose of assessment, diagnosis and treatment of individuals, couples, families and groups;
 - d) Psychoeducation provided to individuals, couples, families and groups.
 2. The 3200 hours of supervised work experience in professional counseling shall include:
 - c) A minimum of 1600 hours of direct client contact, of which not more than 400 hours can be psychoeducation;
 - d) A minimum of 100 hours of clinical supervision that meet the requirements in R4-6-212 and R4-6-504.
- B. During the supervised work experience period required in subsection (A), an applicant for professional counselor licensure shall not engage in independent practice.
- C. There is no supervised work experience requirement for licensure as an associate counselor.

R4-6-603. Supervised Work Experience for Marriage and Family Therapy Licensure

- A. After completing the degree required in R4-6-601, an applicant for licensure as a marriage and family therapist shall complete a minimum of 3200 hours of supervised work experience in the practice of marriage and family therapy in no less than 24 months.
1. Supervised work experience in the practice of marriage and family therapy is limited to the use of:
 - a) Psychotherapy for the purpose of assessment, diagnosis and treatment of individuals, couples, families and groups;
 - b) Psychoeducation provided to individuals, couples, families and groups.
 2. The 3200 hours of supervised work experience in marriage and family therapy shall include:
 - a) A minimum of 1600 hours of direct client contact as follows:
 - i. At least 1000 hours of direct client contact shall be with couples and families;
 - ii. Not more than 400 hours of direct client contact may be in psychoeducation;
 - iii. Of the psychoeducation hours, at least 60% shall be with couples and families.
 - b) A minimum of 200 hours of clinical supervision that meet the requirements in R4-6-212 and R4-6-604.
- B. During the supervised work experience period required in subsection (A), an applicant for marriage and family therapist licensure shall not engage in independent practice.
- C. There is no supervised work experience requirement for licensure as an associate marriage and family therapist.

R4-6-705. Supervised Work Experience for Substance Abuse Licensure

- A. An applicant for associate substance abuse counselor licensure under R4-6-702(1) shall complete a minimum of 3200 hours of supervised work experience in substance abuse counseling in no less than 24 months.
- B. After completing the master or higher degree described in R4-6-703, an applicant for independent substance abuse counselor licensure shall complete a minimum of 3200 hours of supervised work experience in substance abuse counseling in no less than 24 months.
1. Supervised work experience in the practice of substance abuse counseling required in this section is limited to the use of:
 - a) Psychotherapy for the purpose of assessment, diagnosis and treatment of individuals, couples, families and groups as they relate to substance abuse and chemical dependency issues;
 - b) Psychoeducation provided to individuals, couples, families and groups as they relate to substance abuse and chemical dependency issues.
 2. The 3200 hours of supervised work experience in substance abuse counseling shall include:

- a) A minimum of 1600 hours of direct client contact of which not more than 400 hours may be psychoeducation;
 - b) A minimum of 100 hours of clinical supervision that meets the requirements in R4-6-212 and R4-6-706.
- C. For an applicant for licensure as a substance abuse technician qualifying pursuant to R4-6-701(C), the 6400 hours of supervised work experience shall meet the following requirements:
- 1. Is limited to the use of psychotherapy for the purpose of assessment, diagnosis, and treatment of individuals, couples, families, and groups as they relate to substance abuse and chemical dependency issues.
 - 2. Contain a minimum of 3200 hours of direct client contact;
 - 3. Include a minimum of 200 hours of clinical supervision in no less than 48 months within the supervised work experience submitted pursuant to R4-6-701(C)(4).
 - 4. The clinical supervision shall meet the requirements in R4-6-212 and R4-6-706.
- D. During the period of required supervised work experience, an applicant for substance abuse licensure shall not engage in independent practice.
- E. There is no supervised work experience requirement for licensure as a substance abuse technician for an applicant qualifying pursuant to R4-6-701(A) or associate substance abuse counselor for an applicant qualifying pursuant to R4-6-702(2).

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B

Clinical Supervision for LCSW

R4-6-404 Clinical Supervision for Clinical Social Worker Licensure

In addition to the requirements in R4-6-212, clinical supervision for Clinical Social Worker licensure shall include:

- A. A minimum of 50% of the clinical supervision hours acquired in Arizona shall be provided by a Clinical Social Worker licensed by the Board.
- B. Beginning on July 1, 2006, supervision will not be accepted by a Substance Abuse Counselor.

Clinical Supervision for LPC

R4-6-504 Clinical Supervision for Professional Counselor Licensure

In addition to the requirements in R4-6-212, clinical supervision for Professional Counselor licensure shall include:

- A. Clinical supervision for an applicant for Professional Counselor licensure acquired in Arizona shall be provided by xxxxxxxx?
- B. Beginning on July 1, 2006, supervision will not be accepted by a Substance Abuse Counselor.

Clinical Supervision for MFT

R4-6-604 Clinical Supervision for Marriage and Family Therapy Licensure

In addition to the requirements in R4-6-212, clinical supervision for Marriage and Family Therapy licensure shall include:

- A. A minimum of 120 hours of clinical supervision acquired in Arizona shall be provided by a marriage and family therapist licensed by the Board, and shall address issues focusing on couples and families.
- B. The Board will accept additional clinical supervision hours provided by the following:
 1. A Professional Counselor licensed by the Board;
 2. A Clinical Social Worker licensed by the Board;
 3. A Marriage and Family Therapist licensed by the Board; or
 4. A psychologist licensed pursuant to Chapter 19.1.
- C. Beginning on July 1, 2006, supervision will not be accepted by a Substance Abuse Counselor.

Clinical Supervision for SAC

R4-6-706 Clinical Supervision for Substance Abuse Counselor Licensure

In addition to the requirements in R4-6-212, clinical supervision for substance abuse counselor licensure shall include:

- A. A minimum of 50% of the required clinical supervision hours acquired in Arizona shall be provided by an independent substance abuse counselor licensed in Arizona.

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C

R4-6-212 Clinical Supervision Requirements

A. Clinical supervision shall be provided by:

1. A Clinical Social Worker, Professional Counselor, Marriage and Family Therapist, or Independent Substance Abuse Counselor licensed by the Board who has met the educational requirements in R4-6-214; or
2. A mental health professional holding a current active and unrestricted license in Arizona under Title 32 as follows:
 - a) A physician licensed pursuant to Chapter 13 or 17 with a certification in psychiatry or addictionology;
 - b) A psychologist licensed pursuant to Chapter 19.1;
 - c) A nurse practitioner licensed and certified pursuant to Chapter 15 with a certification in mental health; and
 - d) Who has met the educational requirements in R4-6-214 and registered with the Board; or
3. An individual holding an active and unrestricted independent license to practice behavioral health who:
 - a. Is providing services pursuant to a contract or grant with the federal government under the authority of 25 U.S.C. 450 – 450(n) or 25 U.S.C. 1601 – 1683;
 - b. Meets the qualifications for appointment under 38 U.S.C. 7402 (8-11); and
 - c. Has met the educational requirements in R4-6-214 and registered with the Board; or
4. An individual granted an exemption by the Academic Review Committee based on the non-independent licensee's ability to demonstrate that supervision by an individual pursuant to (A)(1-3) is not available. The ARC will consider the size of the professional setting in which the non-independent licensee is working, its geographic location, and the education, training, and experience of the supervisor. To be granted an exemption, the supervisor shall have completed the educational requirements in R4-6-214 and registered with the Board.

B. An individual shall provide clinical supervision to a maximum of 15 supervisees at the same time.

- C. An individual may submit a written request to the Academic Review Committee for an exemption from the requirement of subsection (B). The ARC shall review the clinical supervisor's other job responsibilities to determine whether the clinical supervisor can provide an appropriate level of clinical supervision to more than 15 supervisees at the same time. The ARC shall not grant an exemption request for more than 30 supervisees.

D. To be approved by the Board, clinical supervision of an applicant shall include all of the following:

1. A review of ethical and legal requirements applicable to the supervisee's practice, including unprofessional conduct as defined in A.R.S. 32-3251(15);
2. Monitoring of the supervisee's activities to verify the supervisee is providing services safely and competently throughout the period of supervision;

3. Verification that the supervisee provides clients with appropriate written notice of clinical supervision, including the means to obtain the name and telephone number of the supervisee's clinical supervisor;
 4. Documentation written and maintained by the clinical supervisor for a minimum of seven years of all clinical supervision sessions that, for each clinical supervision session, at a minimum, includes the following:
 - a. The date and duration of each clinical supervision session;
 - b. A description of topics discussed. Identifying information regarding clients is not required;
 - c. Beginning on July 1, 2006, the name and signature of the individual receiving clinical supervision;
 - d. The name and signature of the clinical supervisor and the date signed; and
 - e. Whether clinical supervision occurred on a group or individual basis;
 5. Verification that no conflict of interest exists between the clinical supervisor and the supervisee;
 6. Verification that no conflict of interest exists between the supervisee and the supervisee's clients; and
 7. Monitoring of the supervisee's clinical documentation through on-going compliance review to ensure that the supervisee maintains adequate written documentation.
 8. Verification that the supervision included instruction in assessment, diagnosis, treatment planning, and treatment.
 9. An overall satisfactory rating in the supervisee's performance as assessed by the clinical supervisor on forms prescribed by the Board.
 10. The time span covered by the performance evaluation shall be the same as the supervised work experience submitted to meet requirements in articles 4, 5, 6, and 7.
 11. Clinical supervision meets the discipline specific requirements in articles 4, 5, 6, and 7.
- E. For the clinical supervision hours required for licensure at the independent level:
1. No more than 90% may be provided during a real time encounter with audio and video capabilities;
 2. No more than 25% may be acquired telephonically.
- F. Clinical supervision acquired telephonically shall not be accepted for a communication lasting less than 30 minutes.
- G. *Not more than 90% of the clinical supervision hours required for licensure at the independent level may be acquired through videoconferencing. During the period of supervised work experience, a minimum of 2 hours in each six month period must include face to face clinical supervision.*
- H. Effective 7/1/2006, an applicant must receive a minimum of 10 hours of clinical supervision obtained during direct face to face observation, interactive, real time video conferencing, or a review of audiotapes or videotapes by the clinical supervisor of the applicant while the applicant is providing treatment and evaluation services to a client.
- I. An applicant may submit clinical supervision hours from a maximum of four clinical supervisors. Clinical supervision may include both individual and group supervision. A minimum of 25% of clinical supervision hours must be individual. An additional 25% may include one supervisor to two supervisees. Not more than 50% of clinical supervision hours may be group clinical supervision.

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D

CONSIDERATIONS:

- *Situations beyond the applicant's control (supervisor is deceased, out of contact of employer)*
"The Board may evaluate an application if the applicant was unable to secure required documents through no fault of their own" "Supervisor or designee is no longer available"
- *Maintain clinical supervision docs for seven years? Client records 6, training 3-5*
Maintain CS documents for one year post-completion of supervision or until the supervisee is successfully licensed at the independent level.
- *Supervision from other states that doesn't meet our requirements*
"Supervision obtained in another state must conform with the state's requirements provided they are substantially equivalent to Arizona's requirements"
- *Electronic signatures?*
- *Recommendation to have initial Clinical Supervision training be 24 hours rather than 12*
- *For discipline specific 50% requirements, would we address the remainder or anyone on R4-6-212?*

ATTACHMENT

E

LPC/LAC CURRICULUM – PROPOSED SAMPLE

R4-6-501. Curriculum

- A. An applicant for licensure as an associate or professional counselor shall have a master's or higher degree with a major emphasis in counseling from:
1. A program accredited by C.A.C.R.E.P. or C.O.R.E. that consists of a minimum of 60 semester credit hours or 90 quarter credit hours, or
 2. A program with a curriculum that has been approved by the Board pursuant to A.R.S. § 32-3253(14) that consists of a minimum of 60 semester credit hours or 90 quarter credit hours, or
 3. A program from a regionally accredited college or university that consists of a minimum of 60 semester credit hours or 90 quarter credit hours and meets the requirements in subsection B.
- B. An applicant submitting curriculum for degrees from programs not accredited by C.A.C.R.E.P. or C.O.R.E. shall submit university or college catalogue course descriptions and syllabi from their coursework in the core content areas prescribed in subsection (C).
- C. Programs not accredited by C.A.C.R.E.P. or C.O.R.E. must include a three semester or four quarter credit hour course in each of the following eight required core content areas:
1. Professional Orientation and Ethical Practice – studies providing a broad understanding of professional counseling ethics, legal standards, and responsibilities including but not limited to:
 - a. Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications.
 - b. Ethical standards of professional organizations and credentialing bodies, and of ethical and legal considerations in professional counseling.
 - c. History and philosophy of the counseling profession from an ethics standpoint.
 2. Social and Cultural Diversity - studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including but not limited to:
 - a. Attitudes, beliefs, and behaviors based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status and intellectual ability.
 - b. Individual, family, group, and community strategies for working with diverse populations.
 - c. Theories of multicultural counseling, theories of identity development, and multicultural competencies.
 - d. Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.
 3. Human Growth and Development - studies providing an understanding of the nature and needs of individuals at all developmental levels, including but not limited to:

- a. Theories of individual and family development and transitions across the life-span.
 - b. Theories of learning and personality development.
 - c. Strategies for facilitating optimal development over the life-span.
4. Career Development – studies providing an understanding of career development and related life factors, including but not limited to:
- a. Career development theories and decision-making models.
 - b. Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development.
 - c. Psychotherapy and career counseling processes, techniques, and resources, including those applicable to specific populations.
5. Helping Relationship – studies providing a broad understanding of counseling processes, including but not limited to:
- a. Counselor and client characteristics and behaviors that influence helping processes, which could include age, gender and ethnic differences, verbal and nonverbal behaviors, and personal characteristics, orientations, and skills.
 - b. Essential interviewing and counseling skills with a focus on the development of a therapeutic relationship, establishment of appropriate counseling goals and intervention strategies, evaluation of client outcome, and successful termination of the counseling relationship.
6. Group Work – studies that are limited to providing a broad understanding of group development, group dynamics, group counseling theories, group counseling methods and skills, and other group work approaches including but not limited to:
- a. Principles of group dynamics, which could include group process components, developmental stage theories, and group members' roles and behaviors.
 - b. Group leadership styles and approaches, which could include characteristics of various types of group leaders and leadership styles.
 - c. Theories of group counseling, which could include commonalities, distinguishing characteristics, and pertinent research and literature.
 - d. Group counseling methods, which could include group counselor orientations and behaviors, ethical standards, appropriate selection criteria and methods, and methods of evaluation of effectiveness.
7. Assessment – studies providing an understanding of individual and group approaches to assessment and evaluation including but not limited to:
- a. Basic concepts of standardized and non-standardized testing and other assessment techniques, which could include norm-referenced and criterion referenced assessment, environmental

assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods

- b. Statistical concepts, which could include scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
 - c. Reliability, which could include theory of measurement error, models of reliability, and the use of reliability information.
 - d. Validity, which could include evidence of validity, types of validity, and the relationship between reliability and validity.
8. Research and Program Evaluation – studies providing an understanding of research methods and basic statistical analysis, including but not limited to:
- a. The importance of research and opportunities and difficulties in conducting research in the counseling profession.
 - b. Research methods such as qualitative, quantitative, single-case designs, action research and outcome-based research.
 - c. Use of research to improve counseling effectiveness
- D. Additional semester or quarter credit hours to equal the credit hour requirements of subsection (A) in counseling related coursework.
- E. Supervised Counseling Practicum, Field Work Experience, or Internship – A supervised counseling practicum, field work experience, or internship shall provide for the development of counseling skills under supervision. The counseling practicum, field work experience, or internship must include a minimum of 700 clock hours in a professional counseling setting, and include a minimum of 240 hours of direct client contact. The counseling practicum, field work experience, or internship must provide the opportunity for the student to perform all the activities that a regularly employed professional counselor would be expected to perform. Counseling practicum, field work experience, or internship services must be under the direction and supervision of a faculty member and an onsite supervisor approved by the college or university.
- F. To receive credit towards licensure, core content area subject matter prescribed in subsection(C) that is embedded or contained in more than one course, may not be demonstrated in more than two courses.
- G. To receive credit towards licensure, an applicant shall complete each course described in this Section with a passing grade.
- H. To be applicable towards curriculum requirements, a course taken before an applicant is accepted into a master or higher degree program shall be used by the applicant to meet the master or higher degree requirements.
- I. An applicant for professional counselor licensure shall be deemed to meet the curriculum requirements in this Section if the applicant holds an active Arizona associate counselor license in good standing.

- J. To be eligible for licensure, an applicant for professional counselor licensure who received a master or higher degree before July 1, 1989, and whose program of study did not offer a practicum, shall have completed three years of post-master or higher degree work experience in counseling under direct supervision. One year of a doctoral-clinical internship may be substituted for one year of supervised work experience.
- K. Beginning on January 1, 2008, an applicant with a master or higher degree in counseling or a related field from a program accredited by C.A.C.R.E.P. or C.O.R.E. whose program of study did not include a minimum of 60 semester credit hours may submit coursework obtained outside of the degree from a regionally accredited college or university. Coursework completed outside of the degree shall meet curriculum requirements listed in any curriculum category in subsection (C).
- L. Beginning on January 1, 2007, an applicant who does not meet all curriculum requirements is ineligible for licensure.
 - 1. If an applicant is determined ineligible, but has a master or higher degree in counseling or a related field, the applicant may submit a request for reassessment according to R4-6-303.
 - 2. An ineligible applicant is considered to have a degree in counseling or a related field if the degree included a minimum of 36 semester credit hours in coursework identified in subsection (C).

Historical Note

New Section made by exempt rulemaking at 10 A.A.R. 2700, effective July 1, 2004 (Supp. 04-2).
Amended by exempt rulemaking at 11 A.A.R. 2713, effective June 27, 2005 (Supp. 05-2).

ATTACHMENT

F

F. Evidence exists of the use and infusion of technology in program delivery and technology's impact on the counseling profession.

G. Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:

- * a. history and philosophy of the counseling profession;
- * b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- d. self-care strategies appropriate to the counselor role;
- e. counseling supervision models, practices, and processes;
- f. professional organizations, including membership benefits, activities, services to members, and current issues;
- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. the role and process of the professional counselor advocating on behalf of the profession;
- i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- * j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;

- * b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- * c. theories of multicultural counseling, identity development, and social justice;
- * d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- * f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

- * a. theories of individual and family development and transitions across the life span;
- * b. [theories of learning and personality development,] including current understandings about neurobiological behavior;
- c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
- d. theories and models of individual, cultural, couple, family, and community resilience;
- e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
- f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- * h. theories for facilitating optimal development and wellness over the life span.

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:

- * a. career development theories and decision-making models;
- b. career, avocational, educational, occupational and labor market information resources, and career information systems;
- c. career development program planning, organization, implementation, administration, and evaluation;
- * d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
- e. career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques relevant to career planning and decision making; and
- * g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- a. an orientation to wellness and prevention as desired counseling goals;
- * b. counselor characteristics and behaviors that influence helping processes;
- * c. essential interviewing and counseling skills;
- d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- f. a general framework for understanding and practicing consultation; and
- * g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

- * a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- * b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- * c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- * d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
- e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

- a. historical perspectives concerning the nature and meaning of assessment;
- * b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- * c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- * d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- * e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

- f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- * a. the importance of research in advancing the counseling profession;
- * b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. statistical methods used in conducting research and program evaluation;
- d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- * e. the use of research to inform evidence-based practice; and
- f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

ATTACHMENT

G

**LPC/LAC Curriculum Rule Proposal; by the Stakeholder Curriculum
Workgroup**

Arizona Statute (From SB 1374)

32-3301. Licensed professional counselor; licensure; requirements

2. A PROGRAM WITH A CURRICULUM THAT HAS BEEN APPROVED BY THE BOARD PURSUANT TO SECTION 32-3253.

3. A PROGRAM WITH A CURRICULUM MEETING REQUIREMENTS AS PRESCRIBED BY THE BOARD BY RULE.

C. A PROGRAM THAT IS NOT ACCREDITED BY THE COUNCIL FOR THE ACCREDITATION OF COUNSELING AND RELATED EDUCATIONS PROGRAMS OR THE NATIONAL

COUNCIL ON REHABILITATION EDUCATION MUST REQUIRE SEVEN HUNDRED HOURS OF SUPERVISED CLINICAL HOURS AND TWENTY-FOUR SEMESTER HOURS OR THIRTY-TWO QUARTER HOURS IN COURSES IN THE FOLLOWING EIGHT CORE CONTENT AREAS AS PRESCRIBED BY THE BOARD BY RULE:

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE.
2. SOCIAL AND CULTURAL DIVERSITY.
3. HUMAN GROWTH AND DEVELOPMENT.
4. CAREER DEVELOPMENT.
5. HELPING RELATIONSHIPS.
6. GROUP WORK.
7. ASSESSMENT.
8. RESEARCH AND PROGRAM EVALUATION.

D. CREDIT HOURS OFFERED ABOVE THOSE PRESCRIBED PURSUANT TO SUBSECTION C OF THIS SECTION MUST BE IN STUDIES THAT PROVIDE A BROAD UNDERSTANDING IN COUNSELING RELATED SUBJECTS.

E. THE BOARD MAY ACCEPT EQUIVALENT COURSEWORK IN WHICH CORE CONTENT AREA SUBJECT MATTER IS EMBEDDED OR CONTAINED WITHIN ANOTHER COURSE, INCLUDING ANOTHER SUBJECT MATTER.

LPC/LAC Curriculum Proposal

Note: The legislative intent and workgroup focus in this area was to broaden the content scope of each core curriculum class. Previous core course content descriptions were too limiting, and did not allow flexibility in core curriculum development by regional accredited colleges and universities. This change will allow the Board more leeway in accepting courses in each of these core content categories, while remaining in alignment with the legislative intent. In addition, this proposal allows the applicant to have more flexibility to make up for the one hour deficiencies, from universities and colleges that offer their course work in three quarter hour increments.

Arizona LPC/LAC Rules Curriculum- Proposed 6-20-14

R4-6-501. Curriculum

- A. An applicant for licensure as an associate or professional counselor shall have a master's or higher degree in counseling or a related field from:
1. A program accredited by C.A.C.R.E.P. or C.O.R.E. that consists of a minimum of 60 semester hours or 90 quarter hours, or
 2. A program with a curriculum that has been approved by the Board pursuant to A.R.S. § 32-3253 that consists of a minimum of 60 semester credit hours or 90 quarter credit hours, or
 3. A program from a regionally accredited college or university that consists of a minimum of 60 semester credit hours or 90 quarter credit hours and meets the requirements in subsection b.
- (No propose changes in this area)

B. An applicant submitting curriculum for degrees from programs not accredited by C.A.C.R.E.P. or C.O.R.E.(omit shall - replace with may) submit university or college catalogue course descriptions and syllabi from their coursework in the core content areas prescribed in subsection C (add - as Needed).

- C. Programs not accredited by C.A.C.R.E.P. or C.O.R.E. must include a three semester or four quarter credit hour courses in each of the following eight required core context areas:
1. Professional Orientation and Ethical Practice – Studies that provide a broad understanding of professional counseling ethics and legal standards, including but not

limited to:

- a. Professional roles, functions, and relationships
- b. Professional credentialing
- c. Advocacy processes
- d. Ethical standards of professional organizations
- e. Application of ethical and legal considerations in counseling

2. Social and Cultural Diversity – Studies that provide a broad understanding of the cultural context of relationships, issues, and trends in a multicultural society, including but not limited to:

- a. theories of multicultural counseling and identity development
- b. counselor's roles in developing cultural awareness
- c. exploring issues and trends associated with various populations

3. Human Growth and Development – Studies that provide a broad understanding of the nature and needs of individuals at all developmental stages, including but not limited to:

- a. A framework for understanding abilities and disabilities.
- b. Theories of development across the lifespan.
- c. Developmental theories

4. Career Development – Studies that provide a broad understanding of career development and related life factors, including but not limited to:

- a. career development theories and assessments
- b. career decision processes
- c. impact of diversity in career development

5. Helping Relationship - Studies that provide a broad understanding of the counseling processes, including but not limited to:

- a. Counselor development
- b. Interviewing and counselor skills
- c. Establishing therapeutic relationships

6. Group Work- Studies that provide a broad understanding of group development, group dynamics, group counseling theories, group counseling methods and skills, and other group work approaches, including but not limited to:

- a. theory and practice of group therapy

- b. therapeutic factors in group therapy
- c. counselor's role in group therapy

7. Assessment - Studies that provide a broad understanding of diagnosis along with individual and group approaches to assessment and evaluation, including but not limited to:

- a. understanding of the diagnosis and statistical manual of mental disorders
- b. treatment planning

8. Research and Program Evaluation-- Studies that provide a broad understanding of recognized research methods, research design, and basic statistical analysis, including but not limited to:

- a. understand of qualitative and quantitative research methods
- b. statistical methods used in conducting research and program evaluation

D. The board may accept equivalent coursework in which core content area subject matter is embedded or contained within another course, including another subject matter. Embedded subject matter may be applied for up to two classes for each core content area. Embedded subject matter that is used to qualify in one content area, may not be re-used in another content area. It is the applicants responsibility to provide the embedded course descriptions and information to the Board for review.

1. Alternatively, for courses that are three quarter credit hours, one has the option of making up the deficient credit hours by taking additional courses in any of the core content area, to equal the number of deficient credit hours.

Note: In this area (D), the intent of the legislation and the workgroup is to offer an additional avenue where an applicant can make up the one hour deficiencies. It was acknowledged that subject matter in these core content areas is often repeated and elaborated on throughout additional course work. This happens in the counseling curriculum programs that are offered by regionally accredited colleges and universities.

This Curriculum Rules proposal was developed by the curriculum workgroup and is supported by:

Therapeutic Practitioners Alliance of Arizona: Richard Poppy; Vice-President

Arizona Counselors Association: Elizabeth Forsyth, President

Prescott College: Keith Cross, Ph.D, Associate Dean, Counselor Educator

University of Phoenix: Patricia Kerstner, Ph.D Campus College Chair, University of Phoenix Counseling Program

Northern Arizona University: Steve Farmer Ph.D Assistant Clinical Professor, Program Coordinator, Educational Psychology

Grand Canyon University: Noe Vargas, DBH Director of Counseling Program
Courtney Glenny Assistant Director of State Compliance

Argosy University: Stephanie Vitanza, Ph.D. Program Chair, Clinical Mental Health Counseling
Amanda Nellis, Ph.D Counseling Program

ATTACHMENT

H

LSAT CURRICULUM PROPOSED

R4-6-701. Licensed Substance Abuse Technician Curriculum

- A. An applicant for licensure as a substance abuse technician shall present evidence acceptable to the substance abuse credentialing committee that the applicant has earned:
1. An associate degree from a regionally accredited college or university in chemical dependency or substance abuse whose program includes coursework from the seven content areas listed in subsection (B); or
 2. A bachelor's degree from a regionally accredited college or university in a behavioral health science whose program includes coursework from the seven content areas listed in subsection (B); or
 3. An associate degree with a curriculum previously approved pursuant to A.R.S. § 32-3253; or
 4. A bachelor degree with a curriculum previously approved pursuant to A.R.S. § 32-3253.
- B. Acceptable associate or bachelor degree programs shall include one three semester credit hour or four quarter credit hour course from each of the following seven content areas:
1. Psychopharmacology – which shall include the study of the nature of psychoactive chemicals; the behavioral, psychological, physiological, and social effects of psychoactive substance use; symptoms of intoxication, withdrawal, and toxicity; toxicity screen options, limitations, and legal implications; and the use of pharmacotherapy for treatment of addiction;
 2. Models of Treatment/Relapse Prevention – Philosophies and practices of generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems.
 3. Group Work – Focus on group dynamics and process as they relate to addictions and substance use disorders.
 4. Working with Diverse Populations – Studies providing a broad understanding of issues and trends in a multicultural and diverse society as they relate to substance abuse.
 5. Co-occurring Disorders – which shall include the study of the symptoms of mental health and other disorders prevalent in individuals with substance use disorders, screening and assessment tools used to detect and evaluate the presence and severity of co-occurring disorders, and evidence-based strategies for managing risks associated with treating individuals who have co-occurring disorders
 6. Ethics – Studies of professional ethics including legal and ethical responsibilities and liabilities, standards of professional behavior and scope of practice; client rights, responsibilities, and informed consent; and confidentiality and other legal considerations in substance abuse counseling.
 7. Assessment, Diagnosis and Treatment – Studies that provide an understanding of the use of assessment and diagnosis to develop appropriate treatment interventions for substance use disorders.
- C. The substance abuse credentialing committee may waive the education requirement in subsection (A) for an applicant requesting licensure as a substance abuse technician if the applicant demonstrates the following:

1. The applicant provides services pursuant to a contract or grant with the federal government under the authority of 25 U.S.C. 450 – 450(n) or 25 U.S.C. 1601 – 1683;
2. The applicant has obtained a high school diploma or equivalent degree; and
3. Because of cultural considerations, obtaining the degree required for substance abuse technician licensure would be an extreme hardship for the applicant;
4. The applicant has completed a minimum of 6400 hours of supervised work experience in substance abuse counseling as prescribed in R4-6-705(C) in no less than 48 months within the seven years immediately preceding the date of application.

D. The Board may accept equivalent coursework in which core content area subject matter is embedded or contained in up to two courses. Embedded subject matter that is used to qualify in one content area may not be used to satisfy the requirement in another content area. It is the applicant's responsibility to provide the embedded course descriptions and information on forms prescribed by the Board.

ATTACHMENT

I

LPCC PROGRAM REVIEW – 2012

School Name:			
Reviewer:			
Review Date:		Program Effective Date (or date form signed):	

A. Does this program provide a minimum of **60 semester or 90 quarter units overall**?

Yes No

B. Does this program provide a minimum of **three (3) semester or 4.5 quarter units of each** of the following **core content areas**? (*NOTE: programs can be deficient in two of these areas and still qualify*)

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

Compliance Concern Noncompliance

Which course(s) MUST students have?
Comments:

2. Human growth and development across the lifespan, including normal and abnormal behavior and an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

Compliance Concern Noncompliance

Which course(s) MUST students have?
Comments:

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

Compliance *Concern* *Noncompliance*

Which course(s) MUST students have?
Comments:

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

Compliance *Concern* *Noncompliance*

Which course(s) MUST students have?
Comments:

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

Compliance *Concern* *Noncompliance*

Which course(s) MUST students have?
Comments:

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

Compliance Concern Noncompliance

Which course(s) MUST students have?
Comments:

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

Compliance Concern Noncompliance

Which course(s) MUST students have?
Comments:

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

Compliance Concern Noncompliance

Which course(s) MUST students have?
Comments:

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

Compliance Concern Noncompliance

Which course(s) MUST students have?
Comments:

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

Compliance Concern Noncompliance

Which course(s) MUST students have?
Comments:

11. Addictions counseling, including substance abuse, co-occurring disorders, and addiction, major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, legal and medical aspects of substance abuse, populations at risk, the role of support persons, support systems, and community resources.

Compliance Concern Noncompliance

Which course(s) MUST students have?
Comments:

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

Compliance *Concern* *Noncompliance*

Which course(s) MUST students have?
Comments:

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

Compliance *Concern* *Noncompliance*

Which course(s) MUST students have?
Comments:

C. Does the degree program provide all of the following:

1. **15 semester or 22.5 quarter units of advanced coursework** to develop knowledge of specific treatment issues or special populations.

Compliance *Concern* *Noncompliance*

Comments:

2. **6 semester or 9 quarter units of practicum or field study experience**

Yes No

a. Does the program provide a minimum of **280 hours** of face-to-face supervised clinical counseling experience?

Yes No

b. Does the **practicum or field study** experience provide training in all of the following?

i. Applied psychotherapeutic techniques and other recognized counseling interventions

Compliance Concern Noncompliance

ii. Assessment, diagnosis, prognosis and treatment

Compliance Concern Noncompliance

iii. Issues of development, adjustment, and maladjustment

Compliance Concern Noncompliance

iv. Health and wellness promotion

Compliance Concern Noncompliance

v. Professional writing, including documentation of services, treatment plans, and progress notes

Compliance Concern Noncompliance

vi. How to find and use resources

Compliance Concern Noncompliance

Comments:

D. Does the program provide instruction in all of the following **within the degree program?**

1. The understanding of human behavior within the social context of socioeconomic status and other contextual issues affecting social position.

Compliance Concern Noncompliance

Comments:

2. The understanding of human behavior within the social context of a representative variety of the cultures found within California.

Compliance Concern Noncompliance

Comments:

3. Cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California.

Compliance Concern Noncompliance

Comments:

4. An understanding of the effects of socioeconomic status on treatment and available resources.

Compliance Concern Noncompliance

Comments:

5. Multicultural development and cross-cultural interaction, including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, and disability, and their incorporation into the psychotherapeutic process.

Compliance Concern Noncompliance

Comments:

6. Human sexuality, including the study of the physiological, psychological, and social cultural variables associated with sexual behavior, gender identity, and the assessment and treatment of psychosexual dysfunction.

Compliance Concern Noncompliance

Comments:

7. Spousal or partner abuse assessment, detection, intervention strategies, and same-gender abuse dynamics.

Compliance Concern Noncompliance

Comments:

8. **7 hours** of Child abuse assessment and reporting.

Compliance Concern Noncompliance

Comments:

9. Aging and long-term care, including biological, social, cognitive, and psychological aspects of aging. This coursework shall include instruction on the assessment and reporting of, as well as treatment related to, elder and dependent abuse and neglect.

Compliance Concern Noncompliance

Comments:

- E. Does the program provide instruction in all of the following **either in credit level coursework or through extension programs offered by the degree-granting institution?**

1. Case management systems of care for the severely ill.

Compliance Concern Noncompliance

Comments:

2. Public and private services for the severely mentally ill.

Compliance Concern Noncompliance

Comments:

3. Community resources for victims of abuse, disaster, and trauma response.

Compliance Concern Noncompliance

Comments:

4. Advocacy for the severely mentally ill.

Compliance Concern Noncompliance

Comments:

5. Collaborative treatment.

Compliance Concern Noncompliance

Comments:

F. Is the following integrated throughout the curriculum?

1. Principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.

Compliance Concern Noncompliance

Comments:

2. An understanding of various cultures and the social and psychological implications of socioeconomic position.

Compliance Concern Noncompliance

Comments:



After reviewing the information provided, the Board of Behavioral Sciences (BBS) has determined that the following coursework meets the statutory requirements for Licensed Professional Clinical Counselor (LPCC) Licensure under Business and Professions Code section (BPC) 4999.33.

Core Content Areas

Counseling and Psychotherapeutic Theories and Techniques

•

Human Growth and Development across the Lifespan

•

Career Development Theories and Techniques

•

Group Counseling Theories and Techniques

•

Assessment, Appraisal, and Testing of Individuals

•

Multicultural Counseling Theories and Techniques

•

Principles of the Diagnostic Process

•

Research and Evaluation

•

Professional Orientation, Ethics, and Law in Counseling

•

Psychopharmacology

•

Addictions Counseling

•

Crisis or Trauma Counseling

•

Advanced Counseling and Psychotherapeutic Theories and Techniques

•

Practicum or Field Study Experience

•



Board of
Behavioral
Sciences



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Governor Edmund G. Brown Jr.
State of California
Business, Consumer Services and Housing Agency
Department of Consumer Affairs

July 28, 2014

[Contact Name, Title]
[Address]

Dear [Contact Name]:

Senate Bill (SB) 788 changed the education requirements for professional clinical counselor licensure for the following applicants:

- Students that begin graduate study before August 1, 2012 and do not complete that study on or before December 31, 2018;
- Students who begin graduate study before August 1, 2012 and who graduate from a degree program that meets the requirements of Business and Professions Code section (BPC) 4999.33; and
- Students who begin graduate study on or after August 1, 2012.

After reviewing the information provided, the Board of Behavioral Sciences (BBS) has determined that [University Name]'s Master's/Doctoral Degree in [Program Name] includes coursework that meets the statutory requirements for Licensed Professional Clinical Counselor (LPCC) Licensure under Business and Professions Code section (BPC) 4999.33, which resulted from SB 788. Although your program meets most of the statutory requirements, our evaluation revealed the following deficiency(ies) in the required core content areas:

-

Pursuant to BPC section 4999.33, applicants with degrees deficient in no more than three of the required core content areas may satisfy those deficiencies outside of the degree program. Therefore, many of your students who exist in the categories above may be eligible for LPCC licensure even though their degree may be missing the core content area(s) identified above.

A list of schools with degrees that are counseling or psychotherapy in content will be available on the BBS Web site to assist potential applicants in auditing their education to determine eligibility for the LPCC license. Please continue to check the BBS Web site at www.bbs.ca.gov for LPCC updates and information.

If you have any questions about the BBS' evaluation, please contact Elisabeth Liles at (916) 574-7843 or Elisabeth.Liles@dca.ca.gov.

Sincerely,

Kim Madsen
Executive Officer
Board of Behavioral Sciences



Board of
Behavioral
Sciences



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Governor Edmund G. Brown Jr.
State of California
Business, Consumer Services and Housing Agency
Department of Consumer Affairs

July 28, 2014

[Contact Name, Title]
[Address]

Dear [Contact Name]:

Senate Bill (SB) 788 changed the education requirements for professional clinical counselor licensure for the following applicants:

- Students that begin graduate study before August 1, 2012 and do not complete that study on or before December 31, 2018;
- Students who begin graduate study before August 1, 2012 and who graduate from a degree program that meets the requirements of Business and Professions Code section (BPC) 4999.33; and
- Students who begin graduate study on or after August 1, 2012.

After reviewing the information provided, the Board of Behavioral Sciences (BBS) has determined that [School name]'s Masters/Doctoral degree in [Program Name] does not meet the instruction requirements for Licensed Professional Clinical Counselor (LPCC) Licensure stipulated in Business and Professions Code section (BPC) 4999.33, which resulted from SB 788. Areas of deficiency are outlined below.

If Deficient in Core Content Areas
Core Content Areas

As stipulated in BPC section 4999.33, a qualifying degree must contain coursework that includes at least ten of the required thirteen core content areas. The deficient core content areas are as follows:

- [Deficient Core Content Area]

***If Deficient in Advanced Coursework Requirement or Practicum
Other Areas***

- The coursework evaluated did not include a minimum of 15 semester units or 22.5 quarter units of advanced coursework to develop knowledge of specific clinical topics, as specified in BPC section 4999.33. These courses must be in addition to the core content areas.
- The instruction evaluated did not include a minimum of six semester units or nine quarter units of supervised practicum or field study experience, or the equivalent, in a clinical setting, as specified in BPC section 4999.33.

Applicants that do not have a degree from a program that meets the statutory requirements under BPC section 4999.33 may not be eligible for LPCC licensure. If your program has

additional information regarding the identified deficiencies, please submit it for review. Please continue to check the BBS Web site at www.bbs.ca.gov for LPCC updates and information.

If you have any questions about the BBS' evaluation, please contact Elisabeth Liles at (916) 574-7843 or Elisabeth.Liles@dca.ca.gov.

Sincerely,

Kim Madsen
Executive Officer
Board of Behavioral Sciences

**Licensed Professional Clinical Counselor (LPCC)
Program Identification
(For coursework beginning on or after August 1, 2012)**

This survey assists the Board of Behavioral Sciences (BBS) in determining a program's conformity to the laws relating to Licensed Professional Clinical Counselor (LPCC) education, as well as individual applicants' eligibility for licensure, and should be completed by the Chief Academic Officer or designee. Please attach a copy of your school's accreditation or approval if it is not already on file with the BBS. Also:

- *Please submit a separate survey for each program if your school offers more than one program that qualifies students for LPCC licensure under the 2012 requirements.*
- *If your school has more than one location but your program is the same at each location, only submit one survey, but be sure to list the contact person for each campus.*

School Name		Date	
Address	Street, City, State, Zip Code		
Chief Academic Officer		Phone	
		Email	
Authorized Designee, if applicable <i>Person other than the above authorized to sign the BBS Program Certification Form</i>		Phone	
		Email	
Accrediting or Approving Agency <i>Attach verification of accreditation or BPPVE/BPPE approval</i>			
Degree Title as it Appears on Transcript <i>Complete a separate form for each qualifying degree title</i>		Total Number of Units	_____ <input type="checkbox"/> _____ <input type="checkbox"/> Quarter Semester *NOTE: The 2012 LPCC licensure standards require 60 semester or 90 quarter units

I declare under penalty of perjury under the laws of the State of California that all information submitted on this form and on any accompanying attachments is true and correct.

_____ Date

_____ Signature

LPCC CORE CONTENT AREAS

For each section below, please list the course number(s), title(s), and unit(s) for coursework that covers some or all of the subject matter identified in the description of the core content area. You can use courses more than once across the different core content areas, but units may not be repeated (i.e., if a course is listed under core content area #1 and #2, the units must be divided across the two core content areas).

In order for an application to receive full credit in the core content area, he or she must have taken the equivalent of three (3) semester units or four and one-half (4.5) quarter units of graduate coursework in that area. However, an applicant whose degree is deficient in no more than three (3) of the core content areas may satisfy those deficiencies by completing postdegree coursework at a regionally accredited or BPPVE approved institution.

Requirements that have NOT Changed for 2012

NOTE: You do NOT need to re-list courses reported on your previous Program Identification survey UNLESS they have changed for your 2012-compliant program beginning August 1, 2012.

1. **Counseling and psychotherapeutic theories and techniques**, including the counseling process in a multicultural society, an orientation to wellness and prevention, counseling theories to assist in selection of appropriate counseling interventions, models of counseling consistent with current professional research and practice, development of a personal model of counseling, and multidisciplinary responses to crises, emergencies, and disasters
2. **Human growth and development across the lifespan**, including normal and abnormal behavior and an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.
3. **Career development theories and techniques**, including career development decision making models and interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.
4. **Group counseling theories and techniques**, including principles of group dynamics, group process components, developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, group counseling methods, and evaluation of effectiveness.

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

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

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

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

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

NEW Requirements for August 1, 2012 and Later

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

11. **Addictions counseling**, including substance abuse, co-occurring disorders, and addiction, major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, legal and medical aspects of substance abuse, populations at risk, the role of support persons, support systems, and community resources.

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

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

ADDITIONAL COURSEWORK REQUIREMENTS:

For each section below, please list the course title(s), number(s), and unit(s) for courses that cover the subject matter listed.

NEW Requirements for August 1, 2012 and Later

1. A minimum of **15** semester or **22.5** quarter units of **advanced coursework** to develop knowledge of specific treatment issues or special populations. These units should **not** be repeated from the above core content areas.

2. Not less than six (6) semester units or nine (9) quarter units of **supervised practicum or field study experience**, or the equivalent, in a clinical setting that provides a range of professional clinical counseling experience, including the following
 - A minimum of **280** hours of face-to-face supervised clinical experience counseling individuals, families, or groups
 - Experience in applied psychotherapeutic techniques; assessment; diagnosis; prognosis; treatment; issues of development, adjustment, and maladjustment; health and wellness promotion; **professional writing, including documentation of services, treatment plans, and progress notes; how to find and use resources**; and other recognized counseling interventions

3. Instruction in all of the following **within the degree program**: (NOTE: There are no specific unit or hour requirements for this content. Courses may be repeated from core content areas.)
 - The understanding of human behavior within the social context of **socioeconomic status** and other **contextual issues affecting social position**

 - The understanding of human behavior within the social context of a **representative variety of the cultures found within California**.

 - **Cultural competency and sensitivity**, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California.

 - An understanding of the **effects of socioeconomic status** on treatment and available resources.

 - **Multicultural development and cross-cultural interaction**, including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, and disability and their incorporation into the psychotherapeutic process.

- **Case management, systems of care** for the severely mentally ill, **public and private services** for the severely mentally ill, **community resources** for victims of abuse, disaster and trauma response, **advocacy** for the severely mentally ill, and **collaborative treatment**. (NOTE: The instruction required in this paragraph may be provided either in credit level coursework or through extension programs offered by the degree-granting institution.)

 - **Human sexuality**, including the study of the physiological, psychological, and social cultural variables associated with sexual behavior, gender identity, and the assessment and treatment of psychosexual dysfunction.

 - **Spousal or partner abuse** assessment, detection, intervention strategies, and same-gender abuse dynamics.

 - **Child abuse** assessment and reporting.

 - **Aging and long-term care**, including biological, social, cognitive, and psychological aspects of aging. This coursework shall include instruction on the assessment and reporting of, as well as treatment related to, elder and dependent adult abuse and neglect.
4. Integrated throughout the curriculum: (NOTE: Several courses should be listed that include the following content to demonstrate full integration.)
- Principles of mental health **recovery-oriented** care and methods of service delivery in recovery-oriented practice environments.

 - An understanding of **various cultures** and the social and psychological implications of **socioeconomic position**.

5. Provide the opportunity for students to **meet with various consumers** and family members of consumers of mental health services to enhance understanding of their experience of mental illness, treatment, and recovery.

ATTACHMENT

J



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Governor Edmund G. Brown Jr.
State of California
State and Consumer Services Agency
Department of Consumer Affairs

FORM #2 MFT DEGREE PROGRAM UPDATE

FOR PROGRAMS THAT MEET "2012" REQUIREMENTS (SB 33)*

*This form assists the board in determining a program's conformity to the laws relating to Marriage and Family Therapist (MFT) education** and should be completed by the Chief Academic Officer or designee.*

School Name		Program Effective Date	
Address			
Chief Academic Officer		Phone	()
		Email	
Authorized Designee <i>Person other than the above authorized to sign the BBS Program Certification form</i>		Phone	()
		Email	
Accrediting or Approving Agency <i>Attach verification of accreditation or BPPVE/BPPE approval</i>			
Degree Title as it Appears on Transcript <i>Complete a separate form for each qualifying degree title</i>		Total Number of Units	_____ <input type="checkbox"/> Semester <input type="checkbox"/> Quarter

I declare under penalty of perjury under the laws of the State of California that all information submitted on this form and on any accompanying attachments is true and correct.

_____ Date

_____ Signature of Chief Academic Officer

*Schools may begin offering the new curriculum any time, but are required to implement it by August 1, 2012.

**Business and Professions Code (BPC) Section 4980.37

Please acknowledge that your program meets each of the following by marking Yes or No:

1. **Integrates marriage and family therapy principles throughout the curriculum.** *(Business and Professions Code (BPC) Section 4980.36(c)(1)(A))*
 Yes No

2. **Integrates the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments, among others, throughout the curriculum.** *(BPC Section 4980.36(c)(1)(B))*
 Yes No

3. **Integrates an understanding of various cultures, the social and psychological implications of socioeconomic position, and an understanding of how poverty and social stress impact an individual's mental health and recovery, throughout the curriculum.** *(BPC Section 4980.36(c)(1)(C))*
 Yes No

4. **Encourages students to develop the personal qualities that are intimately related to effective practice including integrity, sensitivity, flexibility, insight, compassion, and personal presence.** *(BPC Section 4980.36(c)(3))*
 Yes No

5. **Provides students with the opportunity to meet with various consumers and family members of consumers of mental health services to enhance understanding of their experience of mental illness, treatment, and recovery.** *(BPC Section 4980.36(c)(5))*
 Yes No

Please provide the course number(s) and title(s) offered that meet each of the requirements listed.

1. **Includes no less than 12 semester or 18 quarter units of coursework in the following:** *(BPC Section 4980.36(d)(1)(A))*
 - a. Theories, principles, and methods of a variety of psychotherapeutic orientations directly related to marriage and family therapy and marital and family systems approaches to treatment
 - b. How these theories can be applied therapeutically with individuals, couples, families, adults, elder adults, children, adolescents, and groups to improve, restore, or maintain healthy relationships.

(Please specify number of units for these courses)

Please provide the course number(s) and title(s) offered that meet each of the requirements listed.

2. **Includes a minimum of six (6) semester or nine (9) quarter units of practicum in a supervised clinical placement that provides supervised fieldwork experience, including:** (*BPC Section 4980.36(d)(1)(B)*)
- a. A minimum of 225 hours of face-to-face experience counseling individuals, couples, families, or groups (up to 75 hours may be gained performing client centered advocacy).
 - b. Training in all of the following:
 - i. The applied use of theory and psychotherapeutic techniques
 - ii. Assessment, diagnosis, and prognosis
 - iii. Treatment of individuals and premarital, couple, family, and child relationships, including trauma and abuse, dysfunctions, healthy functioning, health promotion, illness prevention, and working with families
 - iv. Professional writing, including documentation of services, treatment plans, and progress notes
 - v. How to connect people with resources that deliver the quality of services and support needed in the community

(Please specify number of units for these courses)

3. **Instruction in diagnosis, assessment, prognosis, and treatment of mental disorders, including:** (*BPC Section 4980.36(d)(2)(A)*)
- a. Severe mental disorders
 - b. Evidence-based practices
 - c. Psychological testing
 - d. Psychopharmacology
 - e. Promising mental health practices that are evaluated in peer reviewed literature

4. **Instruction in developmental issues from infancy to old age, including all of the following areas:** *(BPC Section 4980.36(d)(2)(B))*
- a. The effects of developmental issues on individuals, couples, and family relationships
 - b. The psychological, psychotherapeutic, and health implications of developmental issues and their effects
 - c. Aging and its biological, social, cognitive, and psychological aspects
 - d. A variety of cultural understandings of human development
 - e. The understanding of human behavior within the social context of socioeconomic status and other contextual issues affecting social position
 - f. The understanding of human behavior within the social context of a representative variety of the cultures found within California
 - g. The impact that personal and social insecurity, social stress, low educational levels, inadequate housing, and malnutrition have on human development
5. **Instruction in the broad range of matters and life events that may arise within marriage and family relationships and within a variety of California cultures, including all of the following:** *(BPC Section 4980.36(d)(2)(C))*
- a. Child and adult abuse assessment and reporting
 - b. Spousal or partner abuse assessment, detection, intervention strategies, and same-gender abuse dynamics
 - c. Cultural factors relevant to abuse of partners and family members
 - d. Childbirth, child rearing, parenting, and step parenting
 - e. Marriage, divorce, and blended families
 - f. Long-term care
 - g. End of life and grief
 - h. Poverty and deprivation
 - i. Financial and social stress
 - j. Effects of trauma
 - k. The psychological, psychotherapeutic, community, and health implications of the matters and life events related to each of the above matters

10. Instruction in human sexuality including the study of: *(BPC Section 4980.36(d)(2)(H))*
- a. Physiological, psychological and social-cultural variables associated with sexual behavior and gender identity
 - b. The assessment and treatment of psychosexual dysfunction
-
11. Instruction in substance abuse, co-occurring disorders, and addiction including all of the following.
Co-occurring disorder means a mental illness and substance abuse diagnosis occurring simultaneously in an individual. (BPC Section 4980.36(d)(2)(I))
- a. The definition of substance use disorders, co-occurring disorders, and addiction
 - b. Medical aspects of substance use disorders and co-occurring disorders
 - c. The effects of psychoactive drug use
 - d. Current theories of the etiology of substance abuse and addiction
 - e. The role of persons and systems that support or compound substance abuse and addiction
 - f. Major treatment approaches to identification, evaluation, and treatment of substance use disorders, co-occurring disorders, and addiction, including, but not limited to, best practices.
 - g. Legal aspects of substance abuse
 - h. Populations at risk with regard to substance use disorders and co-occurring disorders
 - i. Community resources offering screening, assessment, treatment and followup for the affected person and family
 - j. Recognition of substance use disorders, co-occurring disorders, and addiction, and appropriate referral.
 - k. The prevention of substance use disorders and addiction.

12. **Instruction in California law and professional ethics for marriage and family therapists, including:**
(BPC Section 4980.36(d)(2)(J))
- a. Contemporary professional ethics and statutory, regulatory, and decisional laws that delineate the scope of practice of marriage and family therapy
 - b. The therapeutic, clinical, and practical considerations involved in the legal and ethical practice of marriage and family therapy, including, but not limited to, family law
 - c. The current legal patterns and trends in the mental health professions
 - d. The psychotherapist-patient privilege, confidentiality, the patient dangerous to self or others, and the treatment of minors with and without parental consent
 - e. A recognition and exploration of the relationship between a practitioner's sense of self and human values and his or her professional behavior and ethics
 - f. Differences in legal and ethical standards for different types of work settings
 - g. Licensing law and licensing process

13. **Instruction in all of the following, either in credit level coursework or through extension programs offered by the degree-granting institution:** *(BPC Section 4980.36(e))*
- a. Case management
 - b. Systems of care for the severely mentally ill
 - c. Public and private services and supports available for the severely mentally ill
 - d. Community resources for persons with mental illness and for victims of abuse
 - e. Disaster and trauma response
 - f. Advocacy for the severely mentally ill
 - g. Collaborative treatment

(Please specify when a course is offered through an extension program)

SB33 MFT PROGRAM REVIEW

School Name:			
Reviewer:			
Date:		Program Effective Date:	

1. Are the following subjects **integrated throughout the curriculum?**

A. Marriage and family therapy principles

Compliance *Concern* *Noncompliance*

Comments:

B. Principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments

Compliance *Concern* *Noncompliance*

Comments:

C. An understanding of various cultures, the social and psychological implications of socioeconomic position, and an understanding of how poverty and social stress impact an individual's mental health and recovery

Compliance *Concern* *Noncompliance*

Comments:

2. Does this program encourage students to develop the personal qualities that are intimately related to effective practice including integrity, sensitivity, flexibility, insight, compassion, and personal presence?

- Compliance Concern Noncompliance

Comments:

3. Does this program provide students with the opportunity to meet with various consumers and family members of consumers of mental health services to enhance understanding of their experience of mental illness, treatment, and recovery?

- Compliance Concern Noncompliance

Comments:

4. Does this program award a degree with one of the following titles?

- Marriage, family and child counseling
- Marriage and family therapy
- Psychology
- Clinical psychology
- Counseling psychology
- Counseling with an emphasis in marriage, family and child counseling
- Counseling with an emphasis in marriage and family therapy

5. Does this program provide the required minimum number of units in the following areas?

- Yes No 60 semester or 90 quarter units **overall**
- Yes No 12 semester or 18 quarter units of coursework in **theories, principles, and methods of a variety of psychotherapeutic orientations directly related to marriage and family therapy** and marital and family systems approaches to treatment and how these theories can be applied therapeutically with individuals, couples, families, adults, including elder adults, children, adolescents, and groups to improve, restore, or maintain healthy relationships.
- Yes No 6 semester or 9 quarter units of **practicum**

Comments:

6. Does the practicum provide 225 hours of face-to-face counseling?

- Yes No

7. Does the practicum provide training in all of the following?

A. The applied use of theory and psychotherapeutic techniques

- Compliance* *Concern* *Noncompliance*

B. Assessment, diagnosis, and prognosis

- Compliance* *Concern* *Noncompliance*

C. Treatment of individuals and premarital, couple, family, and child relationships, including trauma and abuse, dysfunctions, healthy functioning, health promotion, illness prevention, and working with families

- Compliance* *Concern* *Noncompliance*

D. Professional writing including documentation of services, treatment plans, and progress notes

- Compliance* *Concern* *Noncompliance*

E. How to connect people with resources that deliver the quality of services and support needed in the community

- Compliance* *Concern* *Noncompliance*

Comments:

8. Does this program contain all of the following required content?

A. Instruction in diagnosis, assessment, prognosis, and treatment of mental disorders

- Compliance* *Concern* *Noncompliance*

1) Does the instruction in 7A above cover the following:

i. Severe mental disorders

- Compliance* *Concern* *Noncompliance*

ii. Evidence-based practices

- Compliance* *Concern* *Noncompliance*

iii. Psychological testing

- Compliance* *Concern* *Noncompliance*

iv. Psychopharmacology

- Compliance* *Concern* *Noncompliance*

v. Promising mental health practices that are evaluated in peer reviewed literature

- Compliance* *Concern* *Noncompliance*

B. Instruction in developmental issues from infancy to old age, including all of the following:

- i. The effects of developmental issues on individuals, couples, and family relationships
 Compliance *Concern* *Noncompliance*
- ii. The psychological, psychotherapeutic, and health implications of developmental issues and their effects
 Compliance *Concern* *Noncompliance*
- iii. Aging and its biological, social, cognitive, and psychological aspects
 Compliance *Concern* *Noncompliance*
- iv. A variety of cultural understandings of human development
 Compliance *Concern* *Noncompliance*
- v. The understanding of human behavior within the social context of socioeconomic status and other contextual issues affecting social position
 Compliance *Concern* *Noncompliance*
- vi. The understanding of human behavior within the social context of a representative variety of the cultures found within California
 Compliance *Concern* *Noncompliance*
- vii. The impact that personal and social insecurity, social stress, low educational levels, inadequate housing, and malnutrition have on human development
 Compliance *Concern* *Noncompliance*

C. Instruction in all of the following matters and life events, including the psychological, psychotherapeutic, community, and health implications related to each:

- i. Child (**7 hours**), adult and elder adult abuse assessment and reporting
 Compliance *Concern* *Noncompliance*
- ii. Spousal and partner abuse assessment, detection, intervention strategies, and same-gender abuse dynamics
 Compliance *Concern* *Noncompliance*
- iii. Cultural factors relevant to abuse of partners and family members
 Compliance *Concern* *Noncompliance*
- iv. Childbirth, child rearing, parenting, and step parenting
 Compliance *Concern* *Noncompliance*
- v. Marriage, divorce, and blended families
 Compliance *Concern* *Noncompliance*
- vi. Long-term care, end of life and grief
 Compliance *Concern* *Noncompliance*
- vii. Poverty and deprivation; financial and social stress
 Compliance *Concern* *Noncompliance*
- viii. Effects of trauma
 Compliance *Concern* *Noncompliance*

D. Instruction in cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California.

- Compliance* *Concern* *Noncompliance*

- E. Instruction in multicultural development and cross-cultural interaction, including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, and disability, and their incorporation into the psychotherapeutic process.
 Compliance Concern Noncompliance
- F. Instruction about the effects of socioeconomic status on treatment and available resources.
 Compliance Concern Noncompliance
- G. Instruction about resilience, including the personal and community qualities that enable persons to cope with adversity, trauma, tragedy, threats, or other stresses.
 Compliance Concern Noncompliance
- H. Instruction in human sexuality including the study of:
- i. Physiological, psychological and social-cultural variables associated with sexual behavior and gender identity
 Compliance Concern Noncompliance
 - ii. The assessment and treatment of psychosexual dysfunction
 Compliance Concern Noncompliance
- I. Instruction in substance abuse, co-occurring disorders¹, and addiction including all of the following.
- i. Medical aspects of substance use disorders and co-occurring disorders
 Compliance Concern Noncompliance
 - ii. The effects of psychoactive drug use
 Compliance Concern Noncompliance
 - iii. Current theories of the etiology of substance abuse and addiction
 Compliance Concern Noncompliance
 - iv. The role of persons and systems that support or compound substance abuse and addiction
 Compliance Concern Noncompliance
 - v. Major treatment approaches to identification, evaluation, and treatment of substance use disorders, co-occurring disorders, and addiction, including, but not limited to, best practices.
 Compliance Concern Noncompliance
 - vi. Legal aspects of substance abuse
 Compliance Concern Noncompliance
 - vii. Populations at risk with regard to substance use disorders and co-occurring disorders
 Compliance Concern Noncompliance

¹ Co-occurring disorder means a mental illness and substance abuse diagnosis occurring simultaneously in an individual.

- viii. Community resources offering screening, assessment, treatment and follow-up for the affected person and family
 Compliance *Concern* *Noncompliance*
- ix. Recognition of substance use disorders, co-occurring disorders, and addiction.
 Compliance *Concern* *Noncompliance*
- x. The prevention of substance use disorders and addiction.
 Compliance *Concern* *Noncompliance*

J. Instruction in California law and professional ethics for marriage and family therapists, including all of the following:

- i. Contemporary professional ethics and statutory, regulatory, and decisional laws that delineate the scope of practice of marriage and family therapy
 Compliance *Concern* *Noncompliance*
- ii. The therapeutic, clinical, and practical considerations involved in the legal and ethical practice of marriage and family therapy, including family law
 Compliance *Concern* *Noncompliance*
- iii. Current legal patterns and trends in the mental health professions
 Compliance *Concern* *Noncompliance*
- iv. The psychotherapist-patient privilege, confidentiality, the patient dangerous to self or others
 Compliance *Concern* *Noncompliance*
- v. The treatment of minors with and without parental consent
 Compliance *Concern* *Noncompliance*
- vi. A recognition and exploration of the relationship between a practitioner's sense of self and human values and his or her professional behavior and ethics
 Compliance *Concern* *Noncompliance*
- vii. Differences in legal and ethical standards for different types of work settings
 Compliance *Concern* *Noncompliance*
- viii. Licensing law and licensing process
 Compliance *Concern* *Noncompliance*

K. Instruction in all of the following, either in credit level coursework or through extension programs offered by the degree-granting institution:

- i. Case management
 Compliance *Concern* *Noncompliance*
- ii. Systems of care for the severely mentally ill
 Compliance *Concern* *Noncompliance*
- iii. Public and private services and supports available for the severely mentally ill
 Compliance *Concern* *Noncompliance*
- iv. Advocacy for the severely mentally ill
 Compliance *Concern* *Noncompliance*
- v. Community resources for persons with mental illness and for victims of abuse
 Compliance *Concern* *Noncompliance*



Board of
Behavioral
Sciences



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Governor Edmund G. Brown Jr.
State of California
Business, Consumer Services and Housing Agency
Department of Consumer Affairs

July 28, 2014

[Contact Name, Title]
[Address]

Dear [Contact Name]:

After reviewing the information provided, the Board of Behavioral Sciences (BBS) has determined that [University]'s Master's/Doctoral Degree in [Program Name] appears to meet the SB 33 statutory requirements for Marriage and Family Therapy under Business and Professions Code section (BPC) 4980.36. Therefore, many of your students that began graduate study after August 1, 2012 (or sooner for early adopters) or complete study after December 31, 2018 may be eligible for MFT licensure.

A list of schools with degrees that are compliant with SB 33 will be available on the BBS Web site to assist potential applicants in auditing their education to determine eligibility for the MFT license. Please continue to check the BBS Web site at www.bbs.ca.gov for MFT updates and information.

If you have any questions about the BBS' evaluation, please contact Elisabeth Liles at (916) 574-7843 or Elisabeth.Liles@dca.ca.gov.

Sincerely,

Kim Madsen
Executive Officer
Board of Behavioral Sciences