



California State University, Long Beach
College of Education- Graduate Studies
1250 Bellflower Boulevard, EED-7
Long Beach, CA 90840-2201
562-985-8476

INFORMATION AND APPLICATION PACKET

MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY

Website:

www.csulb.edu/college-of-education/marriage-and-family-therapy

Prospective students may contact the College of Education Graduate Studies Office:

ced-gradstudies@csulb.edu

562/985-8476

APPLICATION DEADLINES

APPLICANT	FALL 2020
DOMESTIC	1/15/2020
INTERNATIONAL	1/15/2020

**BOTH THE UNIVERSITY AND PROGRAM APPLICATIONS MUST BE RECEIVED BY THE DEADLINE.
POSTMARKED APPLICATION MATERIALS WILL NOT BE ACCEPTED.**

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FREQUENTLY ASKED QUESTIONS

Q. Is the GRE required?

A. The GRE is not required for this program. For a list of eligibility requirements, please see page 8. For a list of items required to be submitted with the program application, please see checklist on page 11.

Q. Does this program have prerequisite courses?

A. Please see the [CSULB Catalog](#) for information about prerequisites. Prerequisite courses do not need to be completed prior to applying nor prior to being admitted. Prerequisite course completion does not impact an applicant's eligibility for admission to the program. Prerequisite courses may be completed the summer session prior to admission or during the first year in the program at the discretion of the advisor. Any applicant of any undergraduate degree is eligible to apply.

Q. How long does the program take to complete?

A. The program may be completed on a 2 year, 2.5 year, or 3 year track. Upon admission, the program coordinator will provide each student their program plan based on their desired track.

Q. What licensing or credentials does this program prepare for?

A. The Counseling Psychology program prepares students to apply for licensing with the Board of Behavioral Sciences for Licensed Marriage & Family Therapist (LMFT) and Licensed Professional Clinical Counselor (LPCC). This program does not offer Pupil Personnel Services credentials for K-12 education settings.

Q. How much will the program cost?

A. This program requires a total of 65 units. CSULB registration fees are prorated at 6 units or less or 7 units or more. Most students enroll in 4-5 courses each Fall and Spring semester and are considered full-time. Please refer to [Tuition and Fees website](#) for a complete breakdown for "Graduate" fees. Summer enrollment is optional; please note there is limited availability of summer courses. Please refer to the [College of Professional and International Education website](#) for a breakdown of summer fees.

Q. Where do I send transcripts?

A. Send all transcripts to Enrollment Services, not the College of Education Graduate Students Office. Please see page 6 of this packet for additional information.

Q. How competitive is the program?

A. The program typically admits less than 15% of applicants. Please see page 10 for additional information about the admission process.

PROGRAM INFORMATION

The Master of Science in Counseling Psychology includes coursework and experiences designed to meet the competencies required for the California Board of Behavioral Sciences (BBS) for licensure as a Marriage and Family Therapist (MFT) or Licensed Professional Clinical Counselor (LPCC). Students in this option will prepare for licensed independent MFT or LPCC practice to work in private practice, community-agency settings, government-court settings, hospitals, clinics, Employee Assistance Programs, and city-county-state agencies to provide counseling services for adults, children, families and couples. Highlights of the program include:

- Fully accredited by WASC; approved by Board of Behavioral Sciences
- 2 to 3 year program (full-time student)
- We do not offer a part-time program: minimum number of classes per semester is 3 courses
- Prepares students for California State licensure as a Marriage & Family Therapist or Licensed Professional Clinical Counselor
- Outstanding multicultural clinical faculty
- No GRE required for application
- On-site clinic, live supervision, and community practice sites
- Training in:
 - Trauma and grief work
 - Spirituality and counseling
 - Family systems treatment models
 - Child and adolescent counseling
 - Alcohol and chemical dependence
 - Cross-cultural intervention
 - Evidence-based treatment
 - Human sexuality
 - Couples and group therapy
 - Clinical case formulation

COLLEGE OF EDUCATION MISSION STATEMENT

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

PROGRAM GOALS

1. **Practitioner Focus:** Provide training in traditional and managed-care approaches noting DSM-5 and family systems assessment/diagnosis which should result in effective treatment plans and service delivery.
2. **Integration:** Integrate research, theory, and practice in a cohesive manner that comprehensively and appropriately addresses the social, emotional, and developmental aspects of diverse populations with sensitivity and skill.

PROGRAM LEARNING OUTCOMES

1. Candidates will be able to demonstrate diagnostic skills sufficient for entry level in a clinical or counseling setting.
2. Candidates will draw upon family systems, theoretical models, and demonstrate ability to work in a systematic fashion with families.
3. Candidates will use an actual case to develop an appropriate treatment plan that includes attention to:
 - a) development issues
 - b) legal and ethical issues
 - c) evidence-based approaches for treatment of specific disorders

PROGRAM REQUIREMENTS

At the mandatory orientation meeting, which occurs after applicants are selected for admission, admitted students will complete a program planner with the program coordinator, which will assist students in taking courses in the appropriate sequence. Course offerings are somewhat limited at the Master's degree level, thus it is important that candidates take courses in the advised sequence. Candidates will therefore need to be available to take courses on whatever day, time, and semester they are offered.

Core COUN courses usually meet once a week from 3:00PM-6:45PM, 4:00PM-6:45PM, or 7:00PM-9:45PM. Some elective or required courses are held on weekdays or weekends from 9:00AM-5:00PM, subject to change.

PREREQUISITES

- Prerequisite courses do not need to be completed prior to applying nor prior to being admitted. Prerequisite course completion does not impact an applicant's eligibility for admission to the program.
- Prerequisite courses may be completed the summer session prior to admission or during the first year in the program at the discretion of the advisor.
- Please see the [CSULB Catalog](#) for additional detailed information about prerequisites.

MASTER'S DEGREE PROGRAM REQUIREMENTS

- The program consists of a minimum of 65 units of graduate-level courses.
- A program planner will be provided to each student upon admission.
- Each Fall and Spring semester, students typically enroll in 4-5 courses. Summer enrollment is optional; there is limited availability of summer courses.
- Please see the [CSULB Catalog](#) for additional detailed information about course requirements.

PRACTICUM AND FIELDWORK

Counseling Psychology students are required to complete 150 hours of a combined off-site and on-site Practicum (COUN 609) experiences in addition to 350 off-site Fieldwork hours (COUN 643D & 644D) under the direct supervision of an approved licensed, counseling professional for a total of 500 experience hours.

CLINICAL COURSE SEQUENCE

The following courses are designed to provide a student with a sequence of training that will ensure clinical knowledge to conduct Fieldwork with couples, families, and individual cases. In Practicum or Fieldwork, a trainee will most probably encounter legal and ethical problems (COUN 510), substance abuse (COUN 511), and child abuse situations (COUN 512). Therefore, the student should take these courses as early as possible in the program.

Students must also be acquainted with clinical interviewing methods (COUN 513), counseling theories (COUN 515), and counseling methods and techniques (COUN 522). The psychological assessment, testing, diagnosis, and treatment methods using DSM approaches (COUN 608) and Human Development/family systems (COUN 508A & 508B) are critical courses prior to fieldwork. All of these courses are necessary to function effectively in the field. The remaining coursework for Counseling Psychology may be taken prior to or concurrent with the above sequence depending on the number of courses a student is able to take each semester.

ADDITIONAL INFORMATION

Marriage and Family Therapists (MFT) constitute a significant proportion of the mental health providers in California, e.g. LCSWs, psychologists, and psychiatrists. The majority of MFTs work in non-profit organizations (community mental health services) as well as in schools, colleges, hospitals, clinics, and government agencies, and private practice. A survey conducted by the California Association for Marriage and Family Therapists (CAMFT) indicated that MFTs worked approximately 20-25 hours per week. In addition to their general practice in marriage, family, and child counseling, many MFTs have also acquired additional areas of specialized training in, but not limited to, substance abuse, child abuse, hypnotherapy, and working with school-community organizations. Social Work programs often emphasize an ecological perspective which focuses on the fit and interactions of a person or system in relation to the various environments. In this respect, many social work graduates work with agencies to provide environmental support and external resources as well as counseling individuals and families. However, a licensed clinical social worker (LCSW) is specifically trained to perform clinical psychotherapy and many are involved in private practice as well as working with various agencies. MFTs, like psychologists and LCSWs, provide psychotherapy with individuals and families/couples and generally do not assist clients with external resources. School counselors and school psychologists can only work with children and school personnel in school settings and require a school credential. MFTs, LCSWs, and psychologists require passing written examinations to earn their licenses and can practice in the community outside of a school setting.

Master's degree versus doctoral study- Some applicants question whether they should apply to a master's degree such as our Counseling Psychology program or apply to a doctoral program. If you are wondering about this, it may indicate that you should consider postponing this application and give both types of programs more exploration to arrive at a proper conclusion for yourself. If you believe that you meet the qualifications for a doctoral program, then that course of study should be pursued to avoid performing 3,000 hours for the MFT license then an additional 3,000 hours for the psychology license. Approximately one out of five of our graduates go on for a Ph.D. The majority of doctoral programs do not require a master's degree. The majority of our students want to become a therapist as soon as possible, and the difference in remuneration between MFTs, LCSWs and psychologists is no longer that great due to the effects of managed care and HMOs.

Career Opportunities, Work & Work Settings, and Other Concerns- A survey in the California Association of Marriage & Family Therapist journal, the *California Therapist*, indicates there is a severe shortage of mental health personnel in California, particularly in certain counties. Most MFTs work in agencies or independent practice. The average fee ranges from \$75 per hour, and they see approximately 20-25 clients per week. Managed care and HMOs have not seriously impacted MFT fees and work as California laws do not generally permit discrimination by insurance companies against MFTs. Contrary to popular belief, MFTs can and do bill and collect insurance reimbursement from insurance companies that cover various mental health services without a physician's approval. The majority of our MFT graduates often work for an organization (Department of Public Social Services, Children's Protective Services, colleges, schools, hospitals, clinics, etc.) while developing their independent practice. Many colleges and other agencies are hiring MFTs to provide counseling, advisement, and teaching service as it is more cost effective than hiring PhDs.

Student Characteristics- Our students come from a variety of undergraduate degrees ranging from psychology, education, history, music, and business. Students representing different languages and cultures constitute approximately 50 percent of our student body. The student variety brings a richness to class and peer interactions which enhances the program.

PRIOR EXPERIENCE

Some applicants have experiences in mental health professions. However, BBS regulations do not recognize or accept such experience as credit for supervised field experience hours. The BBS requires a student to be formally admitted in an

approved California MFT program and to have completed at least 12 semester units after admission in that program to be considered as having formal MFT trainee student status as described in the BBS Regulations. In addition, the CSULB Counseling Psychology program requires that students be enrolled in practicum (COUN 609) or fieldwork (COUN 643d/644d) to be considered an MFT trainee and be eligible to collect hours towards their MFT license.

TRAINEE: A student who is formally admitted into the Counseling Psychology program and who has completed at least 12 semester units in the program will possess MFT trainee status. A trainee is permitted to perform counseling services in a non-profit agency under the direct supervision of a licensed MFT, licensed LCSW, licensed psychologist, or board certified psychiatrist who is employed at the trainee's work site, has a current California license, and has had the license for over two years.

Trainees are required to complete a total of 500 Practicum and Fieldwork hours in the Counseling Psychology program (150 Practicum hours and 350 Fieldwork hours which are applicable toward the 3,000 hours) after completion of the required prerequisites (COUN 510, 511, 512, 513, 515, 522, 608). All trainees in the CSULB Counseling Psychology program begin clinical training (Practicum) on-site at the Community Clinic for Counseling and Educational Services AND begin training off-site in a non-profit setting. Trainees generally perform Fieldwork experience hours in a non-profit setting. Few of the non-profit settings have paid positions.

INTERN: An intern is a Counseling Psychology graduate who has completed all the educational requirements for MFT licensure eligibility, possesses an appropriate master's degree, and has received the BBS intern license number. An intern may perform fieldwork in a for-profit or not-for-profit agency, and/or work with a private practice person who has had two or more years of appropriate experience. For additional information about this process, please visit <http://www.bbs.ca.gov/>.

COUNSELING PSYCHOLOGY COURSEWORK AND THE CALIFORNIA BBS GENERAL EDUCATIONAL REQUIREMENTS

The overall goal of the M.S. in Counseling Psychology is to provide an integrated course of study and appropriate professional training. The BBS requirements include all of the following sections. The CSULB Counseling Psychology program curriculum meets all of these requirements.

- 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; 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.
- A minimum of 280 hours of face-to-face experience counseling individuals, couples, families, or groups; Training in all of the following: The applied use of theory and psychotherapeutic techniques; Assessment, diagnosis, and prognosis; 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; Professional writing, including documentation of services, treatment plans, and progress notes; How to connect people with resources that deliver the quality of services and support needed in the community
- Instruction in diagnosis, assessment, prognosis, and treatment of mental disorders, including: Severe mental disorders; Evidence-based practices; Psychological testing; Psychopharmacology; Promising mental health practices that are evaluated in peer reviewed literature
- Instruction in developmental issues from infancy to old age, including all of the following areas: The effects of developmental issues on individuals, couples, and family relationships; The psychological, psychotherapeutic, and health implications of developmental issues and their effects; Aging and its biological, social, cognitive, and psychological aspects; A variety of cultural understandings of human development; 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; The impact that personal and social insecurity, social stress, low educational levels, inadequate housing, and malnutrition have on human development

- 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: Child and adult abuse assessment and reporting; Spousal or partner abuse assessment, detection, intervention strategies, and same-gender abuse dynamics; Cultural factors relevant to abuse of partners and family members; Childbirth, child rearing, parenting, and step parenting; Marriage, divorce, and blended families; Long-term care; End of life and grief; Poverty and deprivation; Financial and social stress; Effects of trauma; The psychological, psychotherapeutic, community, and health implications of the matters and life events related to each of the above matters
- Instruction in cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California.
- 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.
- Instruction about the effects of socioeconomic status on treatment and available resources.
- Instruction about resilience, including the personal and community qualities that enable persons to cope with adversity, trauma, tragedy, threats, or other stresses.
- Instruction in human sexuality including the study of: Physiological, psychological and social-cultural variables associated with sexual behavior and gender identity; The assessment and treatment of psychosexual dysfunction
- 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.*: The definition of substance use disorders, co-occurring disorders, and addiction; Medical aspects of substance use disorders and co-occurring disorders; The effects of psychoactive drug use; Current theories of the etiology of substance abuse and addiction; The role of persons and systems that support or compound substance abuse and addiction; Major treatment approaches to identification, evaluation, and treatment of substance use disorders, co-occurring disorders, and addiction, including, but not limited to, best practices.; Legal aspects of substance abuse; Populations at risk with regard to substance use disorders and co-occurring disorders; Community resources offering screening, assessment, treatment and follow-up for the affected person and family; Recognition of substance use disorders, co-occurring disorders, and addiction, and appropriate referral; The prevention of substance use disorders and addiction.
- Instruction in California law and professional ethics for marriage and family therapists, including: Contemporary professional ethics and statutory, regulatory, and decisional laws that delineate the scope of practice of marriage and family therapy; 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; The current legal patterns and trends in the mental health professions; The psychotherapist-patient privilege, confidentiality, the patient dangerous to self or others, and the treatment of minors with and without parental consent; 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; Differences in legal and ethical standards for different types of work settings; Licensing law and licensing process
- Instruction in all of the following, either in credit level coursework or through extension programs offered by the degree-granting institution: Case management; Systems of care for the severely mentally ill; Public and private services and supports available for the severely mentally ill; Community resources for persons with mental illness and for victims of abuse; Disaster and trauma response; Advocacy for the severely mentally ill; Collaborative treatment

APPLICATION PROCESS

APPLICANT ELIGIBILITY

The following are required for admission to the program:

- Baccalaureate degree from an accredited college or university.
- Minimum 2.85 overall grade point average in last degree (not credential or certificate) earned from an accredited institution of higher education.
- International applicants have additional university application requirements including meeting the English language proficiency requirement. Please visit The Center for International Education (CIE) website at www.cpie.csulb.edu/international/ for more information.

APPLICATION PROCEDURES

Graduate applicants must apply to the university AND to a specific graduate program simultaneously by the deadline listed on the first page of this packet. Admissions decisions are made at the program level by the faculty. It is essential to follow the guidelines for applying to both the university and program. Failure to do so, and to do so in a timely manner, may result in not being considered for program and/or university admission. If you have questions, please contact the College of Education Graduate Studies Office at 562-985-8476 or ced-gradstudies@csulb.edu.

Admission cannot be deferred. Admitted students who do not attend the term they are admitted will need to re-apply to both the university and the program for a future term.

UNIVERSITY APPLICATION PROCEDURES

You must submit a Graduate/Post-Baccalaureate Admissions Application online at [Cal State Apply](https://calstateapply.com) accompanied by the \$70 nonrefundable application fee by the program application deadline. The Graduate Studies Office has created a [tutorial](#) with tips for submitting the university application on Cal State Apply. For technical assistance with the university application, please contact the Cal State Apply Help Desk: (857) 304-2087 or CalStateApply@liaisoncas.com. Once the university application has been submitted, applicants can track their university application in the Applicant Self Service portal, found at: www.csulb.edu/admissions/applicant-self-service.

TRANSCRIPTS

You must submit 1 set of official transcripts for ALL colleges and universities attended to Enrollment Services. This includes all community college(s) attended, bachelor's degree(s) coursework, and all post-baccalaureate or extension coursework. Note that if you received your bachelor's degree from CSULB and have not attended any other university or college since, you will most likely not need to provide transcripts. You will be notified by Enrollment Services if a transcript is needed.

Deliver official transcripts to Enrollment Services by any of the following methods: (1) electronically, (2) mail, or (3) drop-off in person.

Official transcripts may be submitted electronically directly from a U.S. college or university to ES-IDPTrans@csulb.edu. Official transcripts may be delivered in a sealed envelope to the address below:

Enrollment Services/Admissions
California State University, Long Beach
1250 Bellflower Blvd.
Long Beach, CA 90840

You are not required to submit transcripts to the College of Education Graduate Studies Office. It is critical that you submit your university application and the transcripts prior to the program application deadline. This will allow the College of Education faculty and staff access to your transcripts as part of the review of your program application.

PROGRAM APPLICATION PROCEDURES

The program application may be found on pages 11-16 in this packet. All program application materials must be received by the application deadline; please see the first page of this packet for the deadline.

Applications may be submitted in-person or via traditional mail. Electronic submissions are not accepted. Send materials to the College of Education Graduate Studies Office as one complete packet containing all documents listed on the Application Checklist:

California State University, Long Beach
College of Education, Graduate Studies Office
1250 Bellflower Boulevard, EED-7
Long Beach, CA 90840-2201

All program application materials should arrive in one large envelope. Please do not submit program application items separately. The College of Education Graduate Studies Office will send you an email once they have processed your application.

INTERNATIONAL APPLICANTS

We encourage international applicants to consider our graduate degree. International applicants planning to attend on a J1 or F1 VISA have additional requirements for admission, and can find admission information at the [Center for International Education website](#). Please note that some programs have earlier deadlines for international (F1 or J1 VISA) applicants. Please verify all deadline dates in the application packet on the [Program Deadlines and Application Packets page](#).

APPLICATION PROCESS – TWO STEPS

1. STEP ONE: Apply to the university

- a. Complete the university application through Cal State Apply www.calstate.edu/apply
- b. See this checklist from the Center for International Education for all items required <http://www.cpie.csulb.edu/International/about.aspx?PID=6>

2. STEP TWO: Apply to the program (see above)

The program application may be found on pages 11-16 in this packet. All program application materials must be received by the application deadline; please see the first page of this packet for the deadline.

Applications may be submitted in-person or via traditional mail. Electronic submissions are not accepted. Send materials to the College of Education Graduate Studies Office as one complete packet containing all documents listed on the Application Checklist:

California State University, Long Beach
College of Education, Graduate Studies Office
1250 Bellflower Boulevard, EED-7
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All program application materials should arrive in one large envelope. Please do not submit program application items separately. The College of Education Graduate Studies Office will send you an email once they have processed your application.

ADMISSION PROCESS

PHASE 1: PAPER REVIEW

You must submit all of the items listed on the program application. Your completed application and accompanying materials will be considered by the review committee 6 weeks AFTER the application deadline date to select applicants for a mandatory screening interview. You will either be invited for an interview or receive notification that you were not accepted to the program.

PHASE 2: INTERVIEW

After a screening of candidates who successfully complete Phase 1 of the application process, including having completed all paperwork, potential candidates will be contacted for an interview with program faculty. The interview day also provides an opportunity to meet current students. There is one day for interviews and applicants must attend in-person due to the nature of the interviews. Interview day will take place on March 6, 2020. Interview notifications will be sent via email approximately one week prior. Since this timeframe has been provided in advance, it is expected applicants will save-the-date and plan ahead for a potential interview.

Interview: Counseling Psychology is a highly interactive, personal helping profession. Insight regarding self and others, developmental maturity and emotional stability, responsibility, empathy, and commitment are very important assets. In addition, good communication, social and interpersonal skills, and conceptual abilities are significant factors in the counseling field. As such, the program believes that it is important to meet with prospective students. The evaluation of the interview consists of two integrated aspects:

- The first aspect is your informational content regarding your educational, social, familial, work or volunteer experiences/background and your insight and perspective about these areas; how you became interested in the Counseling Psychology field (versus social work, teaching, etc.); how you differentiate counseling from other activities (advising, mentoring, community services, etc.); and your future expectations/plans in the field.
- The second aspect, in relation to this information, will note how you convey this information regarding insight of your experiences, thoughts, feelings, and conduct; examples (where appropriate) of commitment, responsibility, personal and career perspectives; the coherency of your information, and your demeanor.

After the interview, candidates will receive email notification as to whether or not they will be invited for admission.

PHASE 3: ADMISSION AND ORIENTATION

Candidates who are invited for admission will be invited to a mandatory orientation meeting. During orientation, a Master's program planner will be developed for each student and each student will be advised as to the appropriate sequence of classes.

COMPETITIVE PROCESS

The Counseling Psychology program is highly selective. Successful applicants exhibit strengths in the interview process, as well as in the other required application materials. Applicants who do well in the interview are able to express their thoughts AND feelings with insight; are seriously committed to learning and being the best possible therapist in the MFT profession that they can be; are willing to sacrifice the time, finances, and effort to enthusiastically accomplish this goal; will strive to take the utmost responsibility for their own depth of learning beyond just getting by; and will take the initiative which will enable them to become highly competent practitioners. They have also talked with practitioners in the field, are specifically acquainted with the roles and functions of an MFT (versus social work, psychologist, etc.), have researched information regarding the MFT field, opportunities and drawbacks in the profession, and in short, are able to express specifics about why one chooses MFT.



APPLICATION FOR ADMISSION

Master of Science in
Counseling Psychology
California State University, Long Beach

The information on pages 11-12 of this packet should be typed.

SEMESTER:

YEAR:

PROGRAM APPLICATION CHECKLIST

You must provide all of the items listed below. Please do not submit pages 1-10 of this packet.

- ☐ Application for Admission (pages 11 and 12 of this packet)
- ☐ Résumé
- ☐ Personal statement (See page 13 for guidelines)
- ☐ Two Recommendation Forms (See page 14-16)

PERSONAL INFORMATION

First Name:

Last Name:

MI:

Other Names, if applicable (for example, maiden name):

Preferred Phone:

Alternate Phone:

Email Address:

Languages Spoken Other Than English (optional):

ACADEMIC EXPERIENCE

ACADEMIC BACKGROUND

College/University

Program/Major

Dates Attended

GPA

Degree Earned



PROFESSIONAL EXPERIENCE

EMPLOYMENT EXPERIENCE

Employer	Position	Location	Time	Dates
-----	-----	-----	-----	-----
-----	-----	-----	-----	-----
-----	-----	-----	-----	-----
-----	-----	-----	-----	-----

VOLUNTEER EXPERIENCE

Agency / Organization	Nature of Experience	Location	Hours per week	Dates
-----	-----	-----	-----	-----
-----	-----	-----	-----	-----
-----	-----	-----	-----	-----
-----	-----	-----	-----	-----

Applicants will receive an email notification once their application has been processed.

My signature below certifies that I have read the program information and I am familiar with the program's goals, mission, requirements, and procedures as posted. It also certifies my understanding that the State Board of Behavioral Sciences (BBS) will review a candidate's criminal record prior to licensing.

Applicant's Signature: _____ Date: _____



PERSONAL STATEMENT

Master of Science in
Counseling Psychology
California State University, Long Beach

Submit a 3-4 page, focused, narrative about yourself as a prospective professional counselor resulting in a clear and comprehensive profile which indicates: focus and coherency, writing skills, personal and social insight, perspective, and commitment regarding your graduate study in the MFT field. It should describe these areas in relation to the following topics. Use the following topics as subheadings. This is a formal paper so do not write a “chatty,” conversational statement. This formal paper must be written in 12-point Times New Roman font, double-spaced, and have 1-inch margin on all sides. Use the following item headings as subheadings in your personal statement.

- **Background:** Describe how your experiences with family, friends, education, work, and leisure have contributed to your being a desirable candidate for entrance into the Counseling Psychology profession.
- **Career Perceptions and Goals:** Describe your perceptions and knowledge of the Counseling Psychology roles and functions. Include the setting, relationships with other disciplines, and activities you expect to be doing in this career area.
- **Strengths and Areas to Improve:** Describe yourself candidly in terms of your strengths and improvement areas regarding emotional, social, intellectual, and productive activities.
- **Influential Factors:** What experiences, people, and information have influenced your decision to select the counseling profession?
- **CSULB decision:** How did you hear about the CSULB Counseling Psychology program and what made you decide on this particular Counseling Psychology program?



RECOMMENDATION FORM

Master of Science in
Counseling Psychology
California State University, Long Beach

Make two copies of this recommendation form, one for each of your recommenders. Have them return the completed form to you and include them in your application packet. A narrative letter is not required. Two Recommendation Forms are required from professional references. The recommender should be someone in the mental health profession and/or professors or at least a professional who has observed you in a professional capacity interacting with people. Each recommendation is evaluated on the basis of substantive, specific, recommender observations regarding different factors about you in various interactive and/or academic settings. They are also evaluated with regard to the recommender's proximity to the profession from minimally related (non-mental health employment supervisor) to highly related (a mental health professional, professor in a related field, a health/education provider, etc.). The form should clearly indicate their professional position and be as current as possible.

APPLICANT

Please indicate the following and sign below: I do ☐ (OR) I do not ☐ waive my right to access this confidential letter of recommendation and similar evaluative statements received in connection with my application.

Printed Name: _____

Applicant's Signature: _____

Date: _____

RECOMMENDER

Please complete the information below and on page 15-16 and return to the student in a sealed envelope with your signature across the sealed flap. A narrative letter is not required.

Recommender Name: _____

Institution: _____

Position: _____

Email Address: _____

Phone: _____

Location of
observations: _____

Dates of
observations: _____

Nature or title of
applicant's experience: _____

ASSESSMENT OF APPLICANT'S QUALITIES AND SKILLS

In comparison to other students and professionals whom you have known, how would you rate this applicant in terms of:

Category	Superior 95 – 100%	Excellent 90 – 94%	Very Good 75 – 89%	Good 50 – 74%	Fair 25 – 49%	Very Low 0 – 24%	Unable to Judge
Intellectual ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to work with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to work independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conceptual ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative, innovative thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Productivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Empathetic capacity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maturity of judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conscientiousness & persistence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity to handle stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open-mindedness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commitment to professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear interpersonal boundaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receptivity to criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appreciation of diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ASSESSMENT OF APPLICANT'S POTENTIAL FOR SUCCESS IN GRADUATE SCHOOL

Please comment below on any of these categories or other areas that you think would be helpful in assessing the applicant's qualifications for the program.

Do you have any information related to the applicant's personal characteristics that should be considered by the Admissions Committee in assessing the student's capacity to succeed in graduate study and professional work?

Overall Recommendation:

- ☐ Recommend most highly
- ☐ Strongly recommend
- ☐ Recommend
- ☐ Recommend with reservations
- ☐ Do not recommend

Recommender's Signature: _____

Date: _____

We thank you for taking the time to complete this Letter of Recommendation.

CSULB Counseling Psychology
Information and Application Packet for Fall 2020