



Board of Behavioral Sciences

Memo

1625 North Market Blvd., Suite S-200
Sacramento, CA 95834
(916) 574-7830, (916) 574-8625 Fax
www.bbs.ca.gov

To: Workforce Development Committee **Date:** October 16, 2025
From: Rosanne Helms, Legislative Manager
Subject: Discussion and Possible Recommendations Regarding Proposed LMFT Education Requirements

Background

At its July 2025 meeting, the Committee began a discussion regarding streamlining and modernizing the education requirements for Licensed Marriage and Family Therapists (LMFTs). The current multi-pathway structure of having differing requirements for pre-2012 degrees, post-2012 degrees, and out-of-state degrees creates confusion and inequities, particularly in how integrated degrees are defined, how remediation is allowed, and how institutions are classified as in-state or out-of-state.

Clear, simple and concise language in statutory education requirements is essential because it sets the clear foundation for fairness, consistency, and public protection. When statutes or regulations are vague or overly complex, they create confusion not only for applicants and educational institutions, but also for Board staff when interpreting and enforcing them.

The Committee expressed interest in consolidating the above pathways into a single streamlined pathway. Staff were directed to explore this approach further.

Also, at the July 2025 meeting, staff presented the results of anonymous surveys of LMFT educators, students, and registrants. The results, summarized below, may be used as a resource when developing the proposed unified education framework.

Attachment A shows the proposed outline of the new LMFT education framework.

Attachment B summarizes the three current education pathways to LMFT licensure.

Survey Highlights

Survey responses from both educators and students/registrants identified several areas where additional emphasis may be needed in LMFT education:

- **Treatment Planning and Interventions:** 72% of educators and 53% of students/registrants recommended more focus.
- **Trauma-Informed Care:** 56% of educators and 52% of students/registrants supported increased content.
- **Assessment, Diagnosis, and Prognosis:** 44% of educators and 42% of students/registrants called for more instruction.
- **Substance Use and Co-occurring Disorders:** 48% of LPCC educators and 40% of students/registrants highlighted this as a gap.

Preparation to Serve Diverse Populations

The survey also asked about student readiness to serve diverse populations. Educators reported that students are only moderately prepared to serve diverse populations. For example:

- Only 24–32% of LMFT educators felt students were fully prepared to serve LGBTQ, ethnic, or racial minority clients.
- Just 8% of LMFT educators and 5% of LPCC educators felt students were fully prepared to serve rural populations.
- Nearly half of LMFT educators stated their students are *not prepared* to serve rural communities.

These results shed light on potential areas of focus when evaluating course content requirements. The full survey results are shown in **Attachments C** and **D**.

Outline of Proposed Education Requirements

The draft proposal (**Attachment A**) consolidates all LMFT education requirements into a single section (Business and Professions Code (BPC) §4980.36). At this point in time, the draft is in outline form and is for discussion purposes only. It is not intended to represent a final proposal. Rather, it is meant to initiate dialogue and foster collaboration between the Board, educators, and all other stakeholders on potential strategies to streamline the LMFT education requirements. Significant discussion and input on course requirements and their content will be needed from educators and subject matter experts.

As written, the proposal applies to all applicants, regardless of where their degree was earned. Key features include:

- **Integrated Degree Requirement:** The qualifying degree must be a single, 60-semester-unit (or 90 quarter-unit) graduate level integrated degree program from an

accredited or approved school, or a COAMFTE approved program. Specific required degree program titles have been removed. Instead, the qualifying degree must be in marriage and family therapy or a related mental health field. It must incorporate specified principles throughout its curriculum, and it must contain 6 semester units of practicum covering specified content areas and face to face counseling experience. These requirements represent the core structure of the degree and may not be remediated.

- **Required Content (Remediation at Graduate Level Allowed):** Each of these content areas must be covered in the degree program, However, if the required unit thresholds are not met, deficiencies may be remediated through graduate-level coursework. Topics in this category include assessment and diagnosis, human development, cultural diversity, and law and ethics.

Further discussion is needed to determine which topics should fall under this category and to clarify the parameters for acceptable remediation. The objective is to strike a thoughtful balance, ensuring applicants are not disqualified due to a single missing course, while also maintaining the integrity of a cohesive, comprehensive degree program.

- **Supplemental Content Areas (Remediation as Continuing Education Allowed, but no Undergraduate Coursework):** These are topics with hour, not semester requirements and tend to be applicable to all the Board's license types. These required courses include child abuse, substance use, aging and long-term care, suicide risk, and telehealth. They may be completed via Board accepted continuing education providers (but not at the undergraduate level) if they were not included in the qualifying degree.

Staff suggests the Committee work to describe the required content for each of these areas and then apply the requirement uniformly across all four of its license types (making an exception for LEPs where appropriate (i.e. aging and long-term care)).

- **Legacy Provision:** The proposal contains a legacy provision, allowing degrees begun before August 2012, and completed before December 2018, to qualify with a 48-unit degree and a modified practicum requirement.

It should be noted that the current provision in law which allows all "out-of-state" degrees that only contain 48 units, to remediate 12 units to meet the required 60 units regardless of degree award date, has been eliminated. However, the licensure pathway (known as "Path A") that allows out of state applicants licensed for at least 2 years in another state to qualify for licensure without meeting all specific degree and experience requirements will remain in place, creating a viable licensure pathway for those individuals if they can become licensed in another state.

A Note on Course Timing

Current law allows remediation of specified coursework at various times throughout the licensing process, with some courses needing remediation prior to licensure and some needing remediation prior to associate registration. Course remediation requirements are inconsistent across license types. In an effort to streamline the law and promote public protection by ensuring competency in all required subjects, this proposal requires all courses that are permitted to be remediated to be remediated prior to associate registration.

Elimination of Degree Evaluation Based on whether it is an “In-State” or “Out-of-State” Degree

Current law sets licensing requirements based on whether the degree was earned at an “in-state” versus an “out-of-state” degree. This is increasingly problematic with the increase of online universities, and universities who may have sites in California but that are headquartered elsewhere.

This proposal eliminates separate requirements for “in-state” and “out-of-state” schools, instead establishing one uniform set of requirements for all applicants.

Previous Committee Direction and Recommended Next Steps

At its July 2025 meeting, the Committee expressed interest in reviewing a preliminary draft that begins to consolidate LMFT education requirements into a unified framework. Key areas of focus included identifying core content and competencies, defining required practicum elements, determining the extent to which a qualifying degree should be integrated, and establishing clear parameters for remediation.

The draft included in **Attachment A** represents an initial attempt to reflect that direction. However, further development is needed, particularly with input from educators and subject matter experts. Staff recommends breaking future discussion items into focused, manageable components to support thoughtful and collaborative refinement. Suggested topics of discussion include, but are not limited to:

- 1. Qualifying Degree Content and Practicum Requirements**

Conduct a detailed discussion on the essential coursework and practicum content that should be required within a qualifying degree program.

- 2. Graduate-Level Remediation**

Define which content areas may be remediated through graduate-level coursework, what that coursework should entail, and the appropriate limits of remediation.

- 3. Supplemental Coursework Requirements**

Review the Board’s supplemental content areas individually (e.g., child abuse, substance use, suicide prevention) for relevance, and consider relocating these

requirements to the Board's general statutes, with cross-references in each practice act to ensure consistency across license types.

4. National Attainability and Unintended Consequences

Once the above have been determined, review the proposed requirements to ensure they are reasonably attainable for graduates of programs nationwide and assess whether they may unintentionally disqualify a significant number of applicants. *Note: Path A (for licensees with at least two years of equivalent licensure in another state) will remain available.*

5. Pre-Degree Hours

Examine the requirements for MFT trainees in practicum counting pre-degree hours and explore extending the same allowance to PCC trainees and social work interns.

6. Provisional Associate Registration Concept

Explore whether implementation of the new education framework presents an opportunity to formalize the current "90-day rule" by creating a one-year provisional associate registration for applicants who apply within 90 days of degree conferral. This would bring them under the Board's jurisdiction while they await issuance of their full associate registration.

7. Formal Approval of School Programs

Consider implementing a formal process to recognize and approve school programs that meet the Board's requirements for a qualifying degree.

Staff recommends the Committee conduct an open discussion of the draft proposal in **Attachment A** and the potential next steps outlined above and provide direction to staff based on the outcome of that discussion.

Attachments

Attachment A: Outline of Proposed LMFT Education Requirements

Attachment B: Comparison of Current LMFT Education Pathways

Attachment C: Educator Education Requirements Survey Results

Attachment D: Student and Registrant Education Requirements Survey Results

Blank Page

ATTACHMENT A

DRAFT OUTLINE OF PROPOSED LMFT EDUCATION REQUIREMENTS

***Note:** This document is a preliminary outline developed for discussion purposes only. It is not intended to represent a final proposal. Rather, it is meant to initiate dialogue and foster collaboration on potential strategies to streamline the LMFT education requirements.*

4980.36 Proposed Unified Section - Licensed Marriage and Family Therapist: Requirements for a Qualifying Degree Program

(a) Applicability

This section shall apply to all applicants for licensure or registration as a Marriage and Family Therapist in California. Qualifying applicants shall possess a master's or doctoral degree in marriage and family therapy or in a related mental health field that meets the requirements of subsections (b) through (d).

(b) Degree Requirement

Applicants shall possess a qualifying degree required by subdivision (a) from an educational institution that is:

1. **Accredited** by a regional or national institutional accrediting agency recognized by the United States Department of Education; or
 2. **Approved** by the Bureau for Private Postsecondary Education; or
 3. **Accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)**, which the Board shall accept as meeting the requirements of subdivisions (b) through (d).
-

(c) Program Structure

A degree or course work in marriage and family therapy or a related mental health field must have been a planned course of study designed to train a person to provide direct services to assist individuals, families or couples in a therapeutic relationship in the resolution of cognitive, affective, behavioral or relational dysfunctions within the context of marriage or family systems.

The qualifying degree must be a single, integrated degree program of no fewer than 60 semester units or 90 quarter units of graduate-level instruction that integrates all of the following throughout its curriculum:

- (A) Marriage and family therapy principles.
- (B) The principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments, among others.
- (C) An understanding of various cultures and 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.

(d) Practicum — Must Be in the Qualifying Degree (No remediation allowed)

The qualifying degree shall include practicum as follows:

Practicum — Minimum 6 semester units (9 quarter units) in supervised clinical placement that provides direct, supervised fieldwork experience in all of the following:

- **Development of a therapeutic relationship**, including rapport building, empathy, and managing therapeutic boundaries.
- **Professional writing skills**, including documentation, progress notes, treatment plans, and discharge summaries.
- **Case management and systems of care navigation**, including interagency collaboration, referral procedures, and coordination with other service providers.
- **Cultural competence**, including application of culturally responsive approaches in clinical work.
- **Resource linkage** and client advocacy, including knowledge of community resources and support systems.
- **Application of therapy** to premarital, couple, family, and child relationships, including prevention, intervention, and health promotion.

The practicum shall also meet the following minimum experience requirements:

- At least 150 hours of face-to-face counseling of individuals, couples, families, or groups.
- At least 75 additional hours of either client-centered advocacy or additional face-to-face counseling hours.

- A trainee practicing with clients located in California must be enrolled in a practicum course while counseling clients, except as specified in subdivision (c) of section 4980.42.

An applicant for licensure shall submit an official sealed transcript from the educational institution granting the qualifying degree which reflects that all of the above requirements were satisfied in the single qualifying degree. An applicant shall submit a course description from an official school catalog or syllabus for any course listed on the transcript with a title not self-explanatory or apparently relevant to academic requirements.

(e) Required Content (Allow remediation at graduate level)

Content for these shall be included in the qualifying degree in some amount. If below minimum threshold, it shall be remediated.

The degree shall include the following coursework, each with the minimum units/hours specified.

If the degree does not include at least the specified units/hours in any area, the applicant must remediate the deficiency through graduate-level coursework prior to being issued an associate registration number, or prior to licensure if applying directly for licensure.

1. **Diagnosis, Assessment, and Treatment of Mental Disorders** — Minimum 3 semester units (4 quarter units) covering DSM diagnosis, differential diagnosis, assessment, prognosis, treatment planning, psychological testing, psychopharmacology, and evidence-based practices.
2. **Human Development Across the Lifespan** — Minimum 3 semester units (4 quarter units) from infancy through old age, including developmental impacts on mental health.
3. **Cultural Diversity** — Minimum 3 semester units (4 quarter units) covering cultural competency, cross-cultural interaction, and socioeconomic factors in mental health within California's diverse populations. If this coursework does not include California-specific content, then a 15-hour course covering California cultures is also required.
4. **Law and Ethics** — Minimum 3 semester units (4 quarter units) specific to marriage and family therapy practice. If this coursework does not include California-specific content, then a 12-hour course covering California law and ethics is also required.
5. **Research Methods and Evaluation** — Minimum 3 semester units (4 quarter units) including quantitative and qualitative research design and interpretation.
6. **Case Management and Systems of Care** — Minimum 3 semester units (4 quarter units) in coordinating mental health care across multiple providers,

navigating community resources, interagency collaboration, client advocacy, and integrating behavioral health, medical, and social support systems.

7. **Mental Health Recovery Oriented Care** - At least 3 semester units, or 45 hours, of instruction regarding the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments, including structured meetings with various consumers and family members of consumers of mental health services to enhance understanding of their experience of mental illness, treatment, and recovery.

(f) Supplemental Content Areas — May be Completed Post-Degree (Before Associate Registration or Licensure)(Intend that can be remediated as CE as long as not undergraduate coursework)

If the qualifying degree does not include the following coursework, the applicant may complete it through an accredited institution or a continuing education provider that is identified as acceptable to the Board, prior to being issued an associate registration number, unless the applicant is applying directly for licensure, in which case remediation must be completed prior to licensure. Minimum hours are as follows:

1. California Child Abuse Assessment and Reporting: 7 hours.
2. Human Sexuality: 10 hours.
3. Substance Use Disorders: 15 hours.
4. Spousal/Partner Abuse Assessment, Prevention, and Intervention — 15 hours.
5. Aging and Long-Term Care: 10 hours.
6. Suicide Risk Assessment and Intervention: 6 hours.
7. Telehealth Law and Practice: 3 hours.
8. HIV/AIDS: 7 hours.

(Note: Content of these courses should be standardized for all Board license types. Statute describing required course content should be moved to the Board's general statutes, and each should be referenced here.)

(g) Remaining Coursework

The remaining courses needed to meet 60 semester unit, or 90 quarter unit requirement must be marriage and family therapy or related course work in areas directly supporting the development of an applicant's professional marriage and family, individual, or group therapy skills

(h) Undergraduate Coursework

The board shall not accept any undergraduate courses as meeting any academic requirement unless the applicant's official transcript clearly shows that the course was awarded graduate credit by the school.

(i) Foreign Degrees

An applicant with a degree obtained from an educational institution outside the United States shall provide the board with a comprehensive evaluation of the degree performed by a foreign credential evaluation service that is a member of the National Association of Credential Evaluation Services (NACES) showing equivalence to the degree and coursework requirements in this section, and shall provide any other documentation the board deems necessary.

(j) Board Authority

The Board has the authority to make the final determination of the following:

1. Whether a qualifying degree meets the requirements of this section, including determinations of course content, course titles, and course requirements, regardless of accreditation or approval.
 2. Whether an applicant's education completed outside the qualifying degree satisfies supplemental content requirements.
-

(k) Legacy Provision

Applicants who began graduate study before August 1, 2012, and completed that study on or before December 1, 2018, must meet all requirements of this section except that:

- The degree shall consist of at least 48 semester units (72 quarter units) of graduate-level instruction; and
- The practicum must consist of not less than 6 semester units (9 quarter units) of supervised clinical placement providing training in applied psychotherapeutic technique; assessment, diagnosis, prognosis, and treatment planning; and treatment of premarital, couple, family, and child relationships, including dysfunctions, healthy functioning, health promotion, and illness prevention; and
- For applicants who enrolled in their degree program on or after January 1, 1995, the practicum shall include a minimum of 150 hours of face-to-face counseling of individuals, couples, families, or groups.

Blank Page

LMFT EDUCATION PATHWAY COMPARISON				
	PRE-2012	POST-2012	OOS Pre-2012	OOS Post-2012
ACCREDITATION	- Regional or National Institutional Accrediting Agency that is recognized by the U.S. Department of Education - Approved by the Bureau for Private Postsecondary Education - Exempt if accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)	- Regional or National Institutional Accrediting Agency that is recognized by the U.S. Department of Education - Approved by the Bureau for Private Postsecondary Education	Accredited institution or approved institution.	Accredited institution or approved institution.
DEGREE	- Marriage, Family, and Child Counseling - Marriage and Family Therapy - Couple and Family Therapy - Psychology - Clinical Psychology - Counseling/Clinical Mental Health Counseling with an emphasis in either Marriage, Family, and Child Counseling or Marriage and Family Therapy - Exempt if accredited by the Commission on Accreditation for Marriage and Family	- Marriage, Family, and Child Counseling - Marriage and Family Therapy - Couple and Family Therapy - Psychology - Clinical Psychology - Counseling/Clinical Mental Health Counseling with an emphasis in either Marriage, Family, and Child Counseling or Marriage and Family Therapy	Degree title does not need to be identical to that required by 4980.36.	Degree title does not need to be identical to that required by 4980.36.

	Therapy Education (COAMFTE)			
UNITS	48 Semester/72 Quarter units	60 Semester/90 Quarter Units	48 Semester/72 Quarter Units	48 Semester/72 Quarter Units (Can Complete 12 Semester Units/18 Quarter Units Prior to Approval for Licensure (During Registration)
REMEDATION	Can Complete Additional Coursework Prior to Approval for Licensure (Registration)	None	Can Complete Additional Coursework Prior to Approval for Licensure (Registration)	Can Complete 12 Semester/18 Quarter Units of Coursework and Additional Coursework Prior to Approval for Licensure (Registration)
PRACTICUM	(BPC § 4980.37(c)(1)) 6 Semester/9 Quarter units	(BPC § 4980.36(d)(1)(B)(ii)) 6 Semester/9 Quarter Units	6 Semester/9 Quarter Units	6 Semester/9 Quarter Units
PRACTICUM/FACE TO FACE	(BPC § 4980.37(c)(2)) 150 Hours	(BPC § 4980.36(d)(1)(B)(ii & vi)) 225 Hours Face to Face Counseling Experience (up to 75 hours may be Client Centered Advocacy)	225 Hours Face to Face Counseling Experience (up to 75 hours may be Client Centered Advocacy) or Holds a Current License in Good Standing in Another State or Country as an LMFT at the Highest Level	225 Hours Face to Face Counseling Experience (up to 75 hours may be Client Centered Advocacy) or Holds a Current License in Good Standing in Another State or Country as an LMFT at the Highest Level
MARRIAGE, FAMILY, AND CHILD COUNSELING AND MARITAL AND FAMILY SYSTEMS APPROACHES TO TREATMENT	(BPC § 4980.37(b)) 12 Semester/18 Quarter Units	(BPC § 4980.36(d)(1)(A)) 12 Semester/18 Quarter Units	12 Semester/18 Quarter Units	12 Semester/18 Quarter Units
MENTAL HEALTH RECOVERY ORIENTED CARE AND METHODS OF SERVICE DELIVERY			(BPC § 4980.78(b)(4)(A)) 3 Semester Units/45 hours	(BPC § 4980.78(b)(4)(A)) 3 Semester Units/45 hours
DIAGNOSIS, ASSESSMENT,	(BPC § 4980.37(e)(1)) Integrated	(BPC § 4980.36(e)) Integrated	ADDITIONAL COURSEWORK	ADDITIONAL COURSEWORK

PROGNOSIS, TREATMENT PLANNING AND TREATMENT OF MENTAL HEALTH DISORDERS			(BPC § 4980.81(a)(1)) 2 Semester Units	(BPC § 4980.81(a)(1)) 2 Semester Units
CROSS CULTURAL MORES AND VALUES, INCLUDING A WIDE RANGE OF RACIAL AND ETHNIC BACKGROUNDS	(BPC § 4980.37(e)(7)) Integrated	(BPC § 4980.36(d)(2)(B)) Integrated		
CALIFORNIA CULTURES AND THE SOCIAL AND PSYCHOLOGICAL IMPLICATIONS OR SOCIOECONOMIC POSTION	(BPC § 4980.37(e)(6)) Integrated	(BPC § 4980.36(d)(2)(C)) Integrated	(BPC § 4980.78(b)(4)(B)) 1 Semester Unit/15 Hours Can be completed while registered.	(BPC § 4980.78(b)(4)(B)) 1 Semester Unit/15 Hours Can be completed when registered.
MULTICULTURAL DEVELOPMENT AND CROSS-CULTURAL INTERACTION		(BPC § 4980.36(d)(2)(D-G)) Integrated	(4980.78(b)(4)(A)) 15 Hours/1 Semester Unit Can be completed while registered.	(4980.78(b)(4)(A)) 15 Hours/1 Semester Unit Can be completed while registered.
ALCOHOLISM AND CHEMICAL SUBSTANCE ABUSE AND DEPENDENCY	ADDITIONAL COURSEWORK (16 CCR 1807.3) 15 Hours	(BPC § 4980.36(d)(2)(I)) Integrated		
SUBSTANCE ABUSE DISORDERS			ADDITIONAL COURSEWORK (BPC § 4980.81(a)(7)) 15 Hours/1 Semester Unit	ADDITIONAL COURSEWORK (BPC § 4980.81(a)(7)) 15 Hours/1 Semester Unit
CO-OCCURRING DISORDERS AND ADDICTION			ADDITIONAL COURSEWORK (15 Hours)	ADDITIONAL COURSEWORK (15 Hours)
PSYCHOLOGICAL TESTING	ADDITIONAL COURSEWORK (BPC § 4980.41(a)(6)) 2 Semester/3 Quarter Units	(BPC § 4980.36(d)(2)(A)) Integrated	ADDITIONAL COURSEWORK (BPC § 4980.81(a)(2)) 15 Hours/1 Semester Unit	ADDITIONAL COURSEWORK (BPC § 4980.81(a)(2)) 15 Hours/1 Semester Unit
PSYCHOPHARMACOLOGY	ADDITIONAL COURSEWORK	(BPC § 4980.36(d)(2)(A)) Integrated	ADDITIONAL COURSEWORK	ADDITIONAL COURSEWORK

	(BPC § 4980.41(a)(7)) 2 Semester/3 Quarter Units		(BPC § 4980.81((a)(2)) 15 Hours/1 Semester Unit	(BPC § 4980.81((a)(2)) 15 Hours/1 Semester Unit
SPOUSAL/PARTNER ABUSE ASSESSMENT, DETECTION, AND INTERVENTION	ADDITIONAL COURSEWORK (BPC § 4980.41(a)(5)) No specific number of hours if began graduate study between 1/1/95 and 12/31/03, but course must cover assessment, detection, and intervention. 15 Hours if began graduate study on or after 1/1/94.	(BPC § 4980.36(d)(2)(C)(ii)) Integrated	ADDITIONAL COURSEWORK (4980.81(a)(4)(A)(iii)) 15 Hours	ADDITIONAL COURSEWORK (4980.81(a)(4)(A)(iii)) 15 Hours
CHILD ABUSE AND ASSESSMENT	ADDITIONAL COURSEWORK (BPC § 28) Minimum of 7 Contact Hours	(BPC § 28) Minimum of 7 Contact Hours	ADDITIONAL COURSEWORK (BPC § 28) Minimum 7 Contact Hours	ADDITIONAL COURSEWORK (BPC § 28) Minimum 7 Contact Hours
HUMAN SEXUALITY	ADDITIONAL COURSEWORK (16 CCR 1807) 10 Hours	(BPC § 4980.36(d)(2)(H)) Integrated	ADDITIONAL COURSEWORK (BPC § 4980.81((a)(6)) 15 Hours/1 Semester Unit	ADDITIONAL COURSEWORK (BPC § 4980.81((a)(6)) 15 Hours/1 Semester Unit
CALIFORNIA LAW AND PROFESSIONAL ETHICS	ADDITIONAL COURSEWORK (BPC § 4980.41(1)) 2 Semester/3 Quarter Units	(BPC § 4980.36(d)(2)(J)) Integrated	(4980.78(2)) If Completed 2 Semester/ 3 Quarter Units of Law and Ethics, but no CA Content then 12 Hour Course Prior to Registration. If No Law and Ethics Course, then 2 Semester/3 Quarter Unit Course Prior to Registration	(4980.78(2)) If Completed 2 Semester/ 3 Quarter Units of Law and Ethics, but no CA Content then 12 Hour Course Prior to Registration. If No Law and Ethics Course, then 2 Semester/3 Quarter Unit Course Prior to Registration

AGING, LONG-TERM CARE AND ELDER/DEPENDENT ADULT ABUSE	ADDITIONAL COURSEWORK (BPC § 4980.39) 10 Hours	(BPC § 4980.36(d)(2)(B)) Integrated	ADDITIONAL COURSEWORK (80.81(a)(4)(A)(ii)) 10 Hours	ADDITIONAL COURSEWORK (80.81(a)(4)(A)(ii)) 10 Hours
DEVELOPMENTAL ISSUES FROM OLD AGE TO INFANCY			ADDITIONAL COURSEWORK (BPC § 4980.81(a)(3)(A)) 15 Hours/1 Semester Unit (If deficient in one topic, may remediate by taking 3 hour instruction in each missing topic.	ADDITIONAL COURSEWORK (BPC § 4980.81(a)(3)(A)) 15 Hours/1 Semester Unit (If deficient in one topic, may remediate by taking 3 hour instruction in each missing topic.
MISCELLANEOUS*	Integrated	(BPC § 4980.36(d)(2)(C)) Integrated	ADDITIONAL COURSEWORK (No Specific Hours)	ADDITIONAL COURSEWORK (No Specific Hours)
TELEHEALTH	(BPC § 4980.395) 3 Hours of Training	(BPC § 4980.395) 3 Hours of Training	(BPC § 4980.395) 3 Hours of Training	(BPC § 4980.395) 3 Hours of Training
SUICIDE RISK AND ASSESSMENT	(BPC § 4980.396(a)) 6 Hours of Coursework or Applied Experience	(BPC § 4980.396(a)) 6 Hours of Coursework or Applied Experience	(BPC § 4980.396(a)) 6 Hours of Coursework or Applied Experience	(BPC § 4980.396(a)) 6 Hours of Coursework or Applied Experience

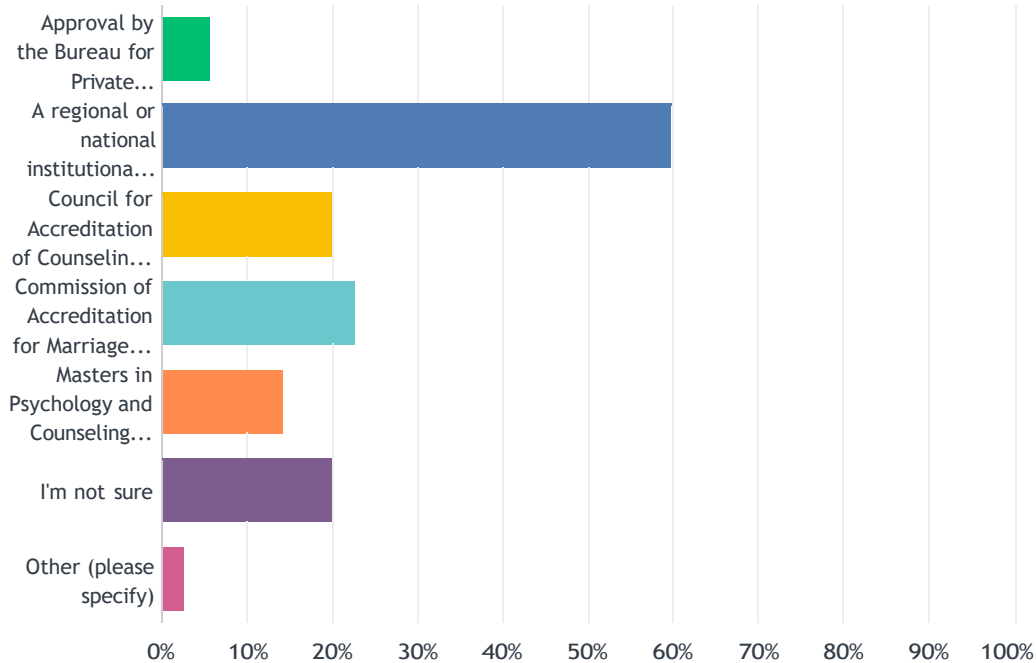
*Instruction must include:

- Childbirth, child rearing, parenting and step-parenting
- Marriage, divorce and blended family
- Cultural factors relevant to abuse or partners and family members
- Poverty and deprivation
- Financial and social stress
- Effect of trauma
- The psychological, psychotherapeutic, community and health implications of the matters and life events that arise in marriage and family relationships within a variety of California cultures.

Blank Page

Q3 What types of accreditations or approvals does your school or program hold? (Select all that apply)

Answered: 35 Skipped: 0

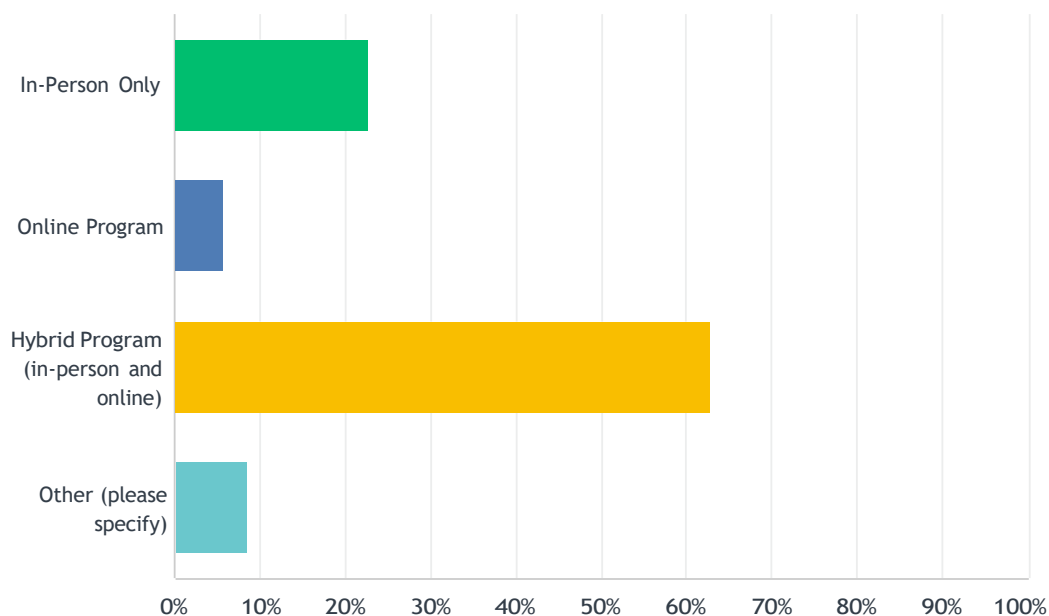


ANSWER CHOICES		RESPONSES	
Approval by the Bureau for Private Postsecondary Education (BPPE)		5.71%	2
A regional or national institutional accrediting agency that is recognized by the United States Department of Education		60.00%	21
Council for Accreditation of Counseling and Related Educational Programs (CACREP)		20.00%	7
Commission of Accreditation for Marriage and Family Therapy Education (COAMFTE)		22.86%	8
Masters in Psychology and Counseling Accreditation Council (MPCAC)		14.29%	5
I'm not sure		20.00%	7
Other (please specify)		2.86%	1
Total Respondents: 35			

#	OTHER (PLEASE SPECIFY)	DATE
1	WASC	5/16/2025 3:44 PM

Q4 What type of program does your institution offer? (Select all that apply)

Answered: 35 Skipped: 0

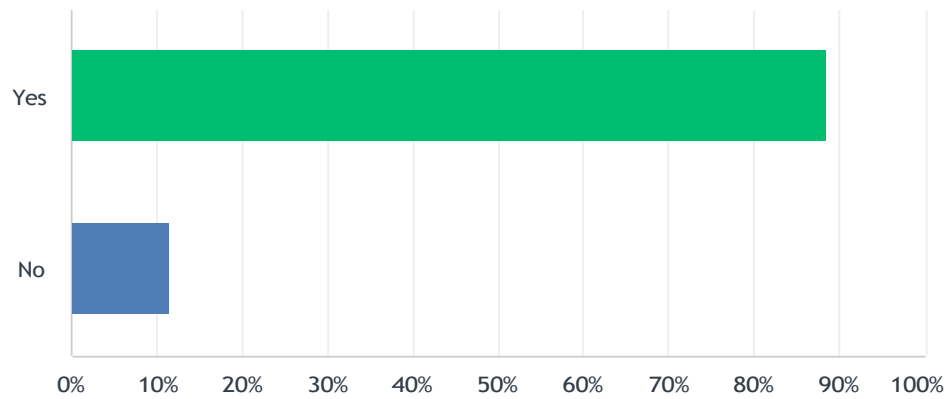


ANSWER CHOICES		RESPONSES	
In-Person Only		22.86%	8
Online Program		5.71%	2
Hybrid Program (in-person and online)		62.86%	22
Other (please specify)		8.57%	3
TOTAL			35

#	OTHER (PLEASE SPECIFY)	DATE
1	Two programs: One in person, one synchronous	5/13/2025 10:58 AM
2	In person or online no hybrid	5/12/2025 11:55 AM
3	Separate in-person and online programs.	5/12/2025 9:15 AM

Q5 Does your school have an LMFT program?

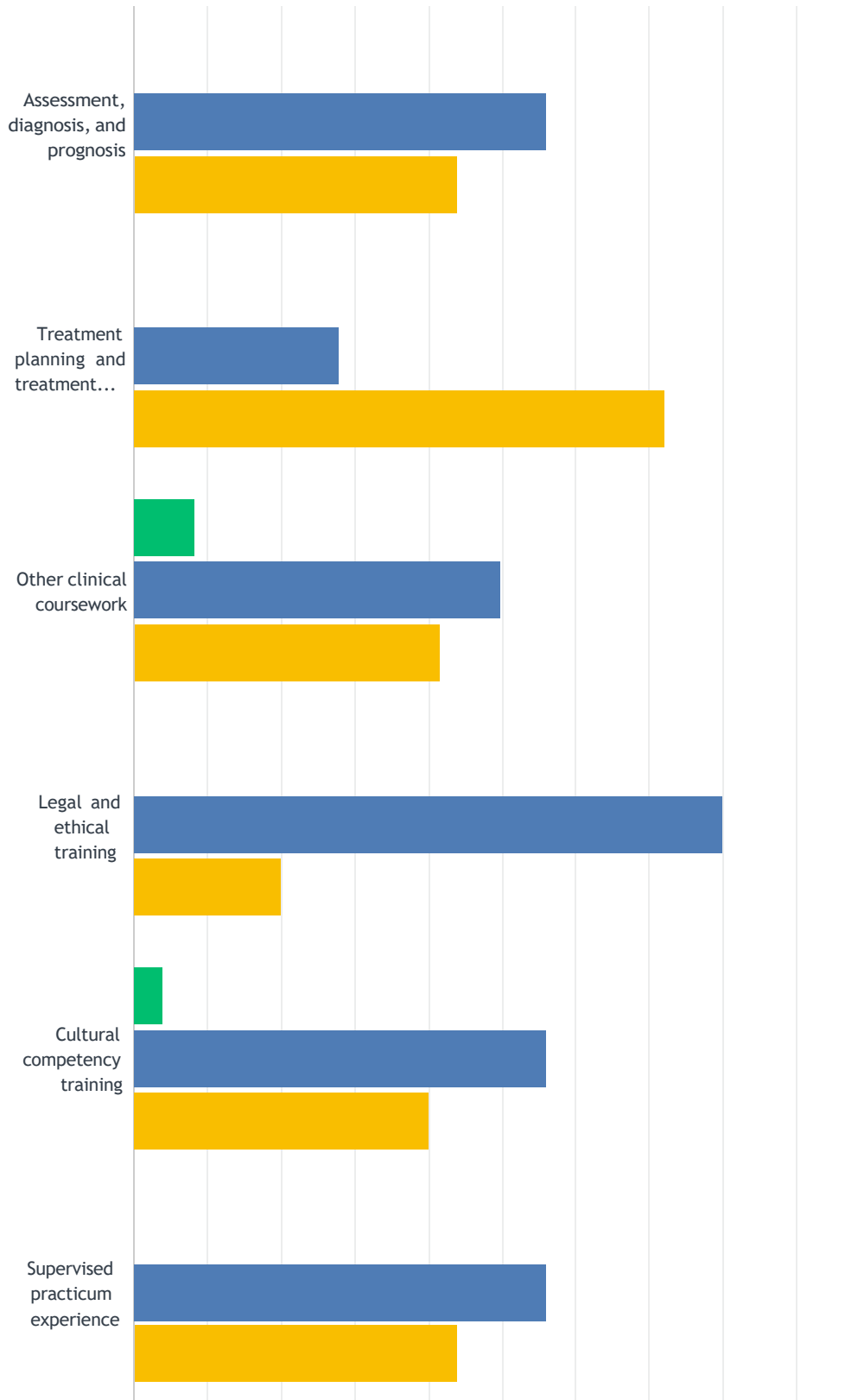
Answered: 35 Skipped: 0



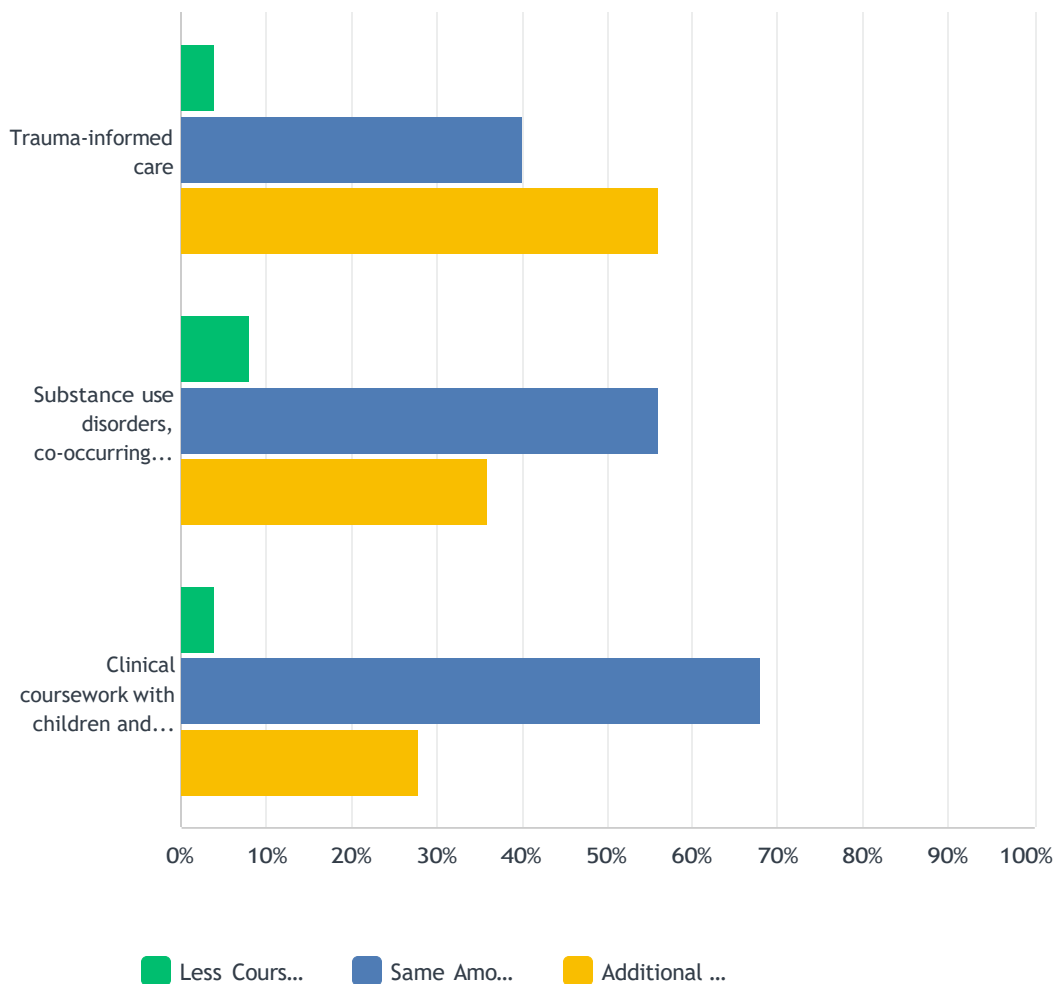
ANSWER CHOICES	RESPONSES	
Yes	88.57%	31
No	11.43%	4
TOTAL		35

Q7 Out of the content topics listed for LMFTs, how much coursework should be devoted to these topics?

Answered: 25 Skipped: 10



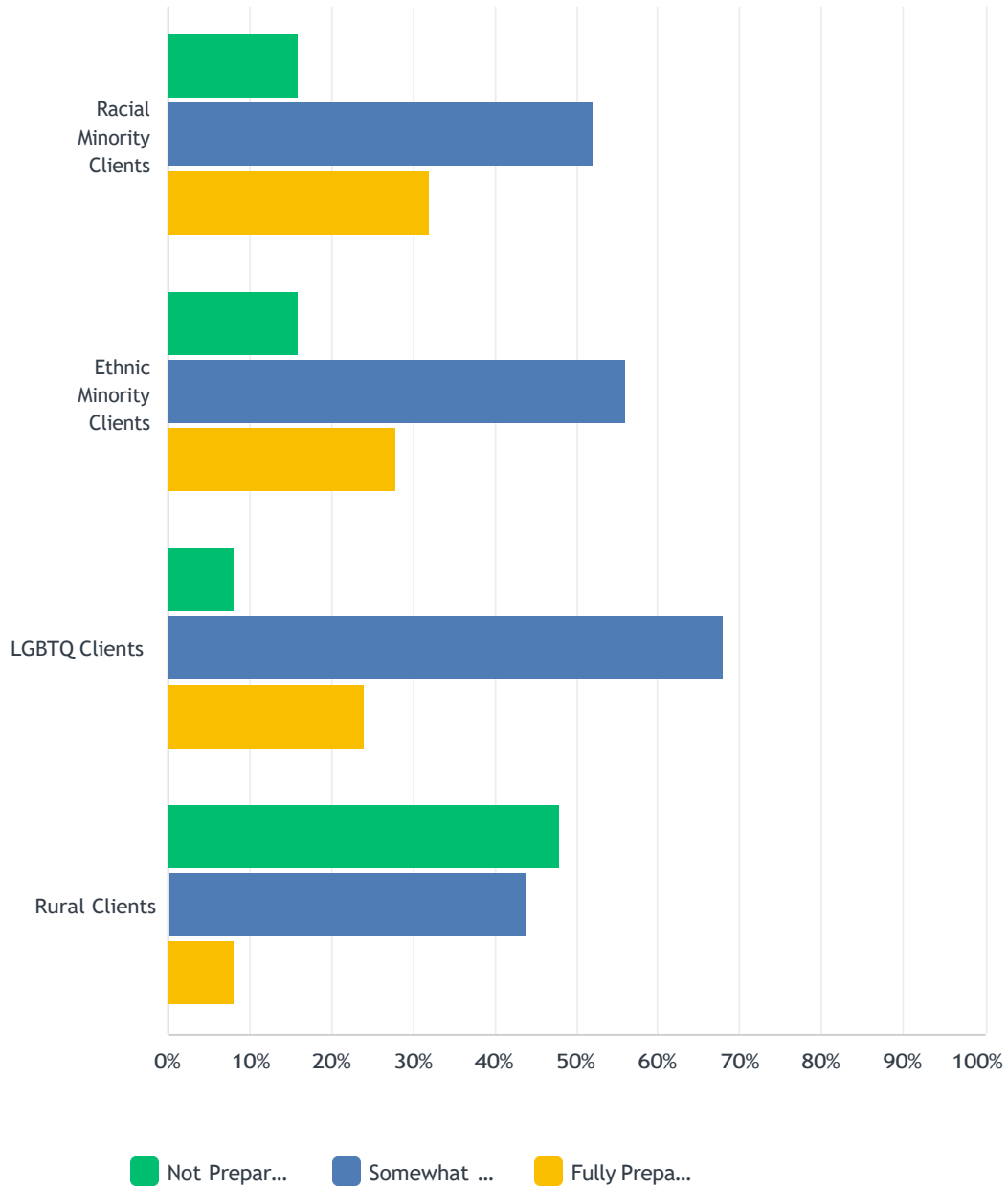
Educator: Education Requirements Survey



	LESS COURSEWORK	SAME AMOUNT	ADDITIONAL COURSEWORK	TOTAL	WEIGHTED AVERAGE
Assessment, diagnosis, and prognosis	0.00% 0	56.00% 14	44.00% 11	25	2.44
Treatment planning and treatment interventions	0.00% 0	28.00% 7	72.00% 18	25	2.72
Other clinical coursework	8.33% 2	50.00% 12	41.67% 10	24	2.33
Legal and ethical training	0.00% 0	80.00% 20	20.00% 5	25	2.20
Cultural competency training	4.00% 1	56.00% 14	40.00% 10	25	2.36
Supervised practicum experience	0.00% 0	56.00% 14	44.00% 11	25	2.44
Trauma-informed care	4.00% 1	40.00% 10	56.00% 14	25	2.52
Substance use disorders, co-occurring disorders, and addiction	8.00% 2	56.00% 14	36.00% 9	25	2.28
Clinical coursework with children and adolescents	4.00% 1	68.00% 17	28.00% 7	25	2.24

Q8 To what extent are your students prepared to serve the following diverse populations?

Answered: 25 Skipped: 10

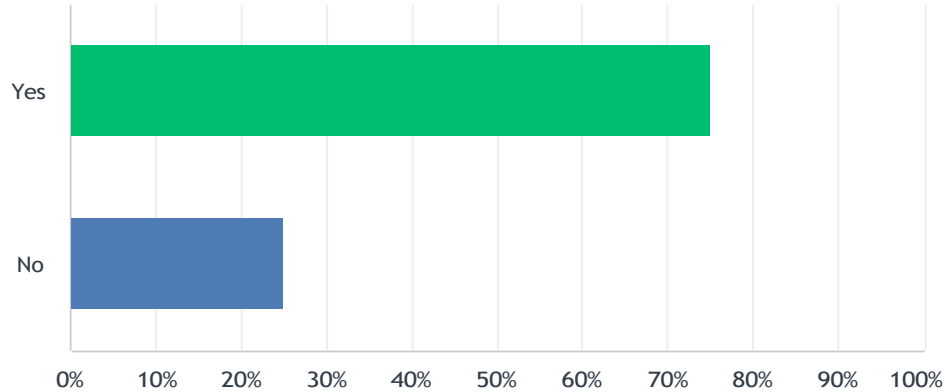


Educator: Education Requirements Survey

	NOT PREPARED	SOMEWHAT PREPARED	FULLY PREPARED	TOTAL
Racial Minority Clients	16.00% 4	52.00% 13	32.00% 8	25
Ethnic Minority Clients	16.00% 4	56.00% 14	28.00% 7	25
LGBTQ Clients	8.00% 2	68.00% 17	24.00% 6	25
Rural Clients	48.00% 12	44.00% 11	8.00% 2	25

Q9 Are there any specific coursework topics you believe should be added to the current LMFT educational requirements?

Answered: 24 Skipped: 11



ANSWER CHOICES	RESPONSES	
Yes	75.00%	18
No	25.00%	6
TOTAL		24

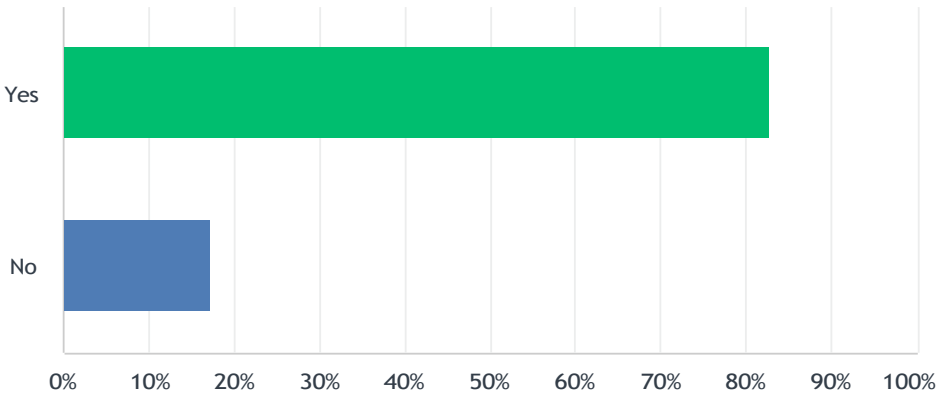
#	IF YES, PLEASE SPECIFY.	DATE
1	Require a full course on human sexuality.	5/24/2025 3:55 PM
2	The impact of mental health and economic policies	5/19/2025 3:13 PM
3	Multidisciplinary treatment and interventions	5/19/2025 2:21 PM
4	Trauma informed care	5/16/2025 9:17 PM
5	Telehealth should be integrated into the curriculum rather than post-degree.	5/15/2025 7:57 PM
6	the business side of practice	5/15/2025 6:24 PM
7	MFT training programs need more courses devoted to family systems and systemic approaches	5/14/2025 2:54 PM
8	Language	5/14/2025 8:05 AM
9	Psychopharmacology & clinical assessments	5/13/2025 4:57 PM
10	A single course in neuropsychology would be very helpful	5/13/2025 4:42 PM
11	Helping clients to sort through misinformation. There is so much about mental health online that is false	5/13/2025 11:03 AM
12	More on couple therapy.	5/13/2025 9:43 AM
13	A full semester in couple therapy. A full semester in sexuality/sex therapy. A year of family systems theories. A semester in family therapy with children & adolescents. And a requirement to see couples and families throughout their practicum training, supervised by systemic supervisors.	5/12/2025 4:19 PM
14	More theoretical and intervention before being allowed into practicum.	5/12/2025 11:58 AM

Educator: Education Requirements Survey

15	Increased coursework pertaining to trauma within community mental health settings. School prepares students for the "perfect" private practice settings however students are graduating and moving on to work in community mental health for several reasons (i.e consistent pay, consistent direct care hours, employee benefits, pto, etc) which school does not adequately prepare students for within the program.	5/12/2025 11:04 AM
16	Advocacy and policy, Healthcare collaborative skills,	5/12/2025 10:50 AM
17	Professional Development	5/12/2025 9:30 AM
18	Documentation and court experience	5/12/2025 8:06 AM

Q10 Does your school have an LPCC program?

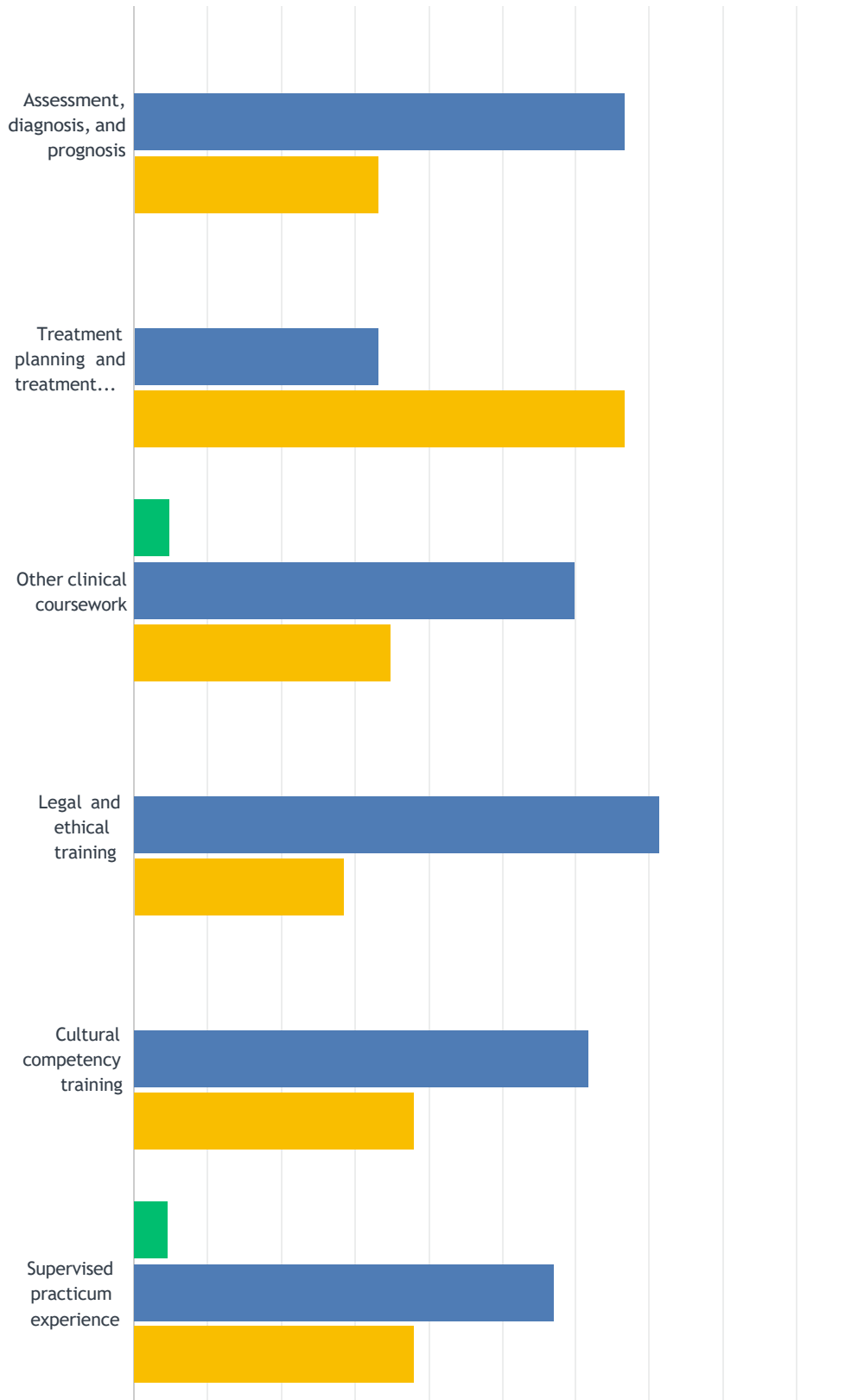
Answered: 29 Skipped: 6



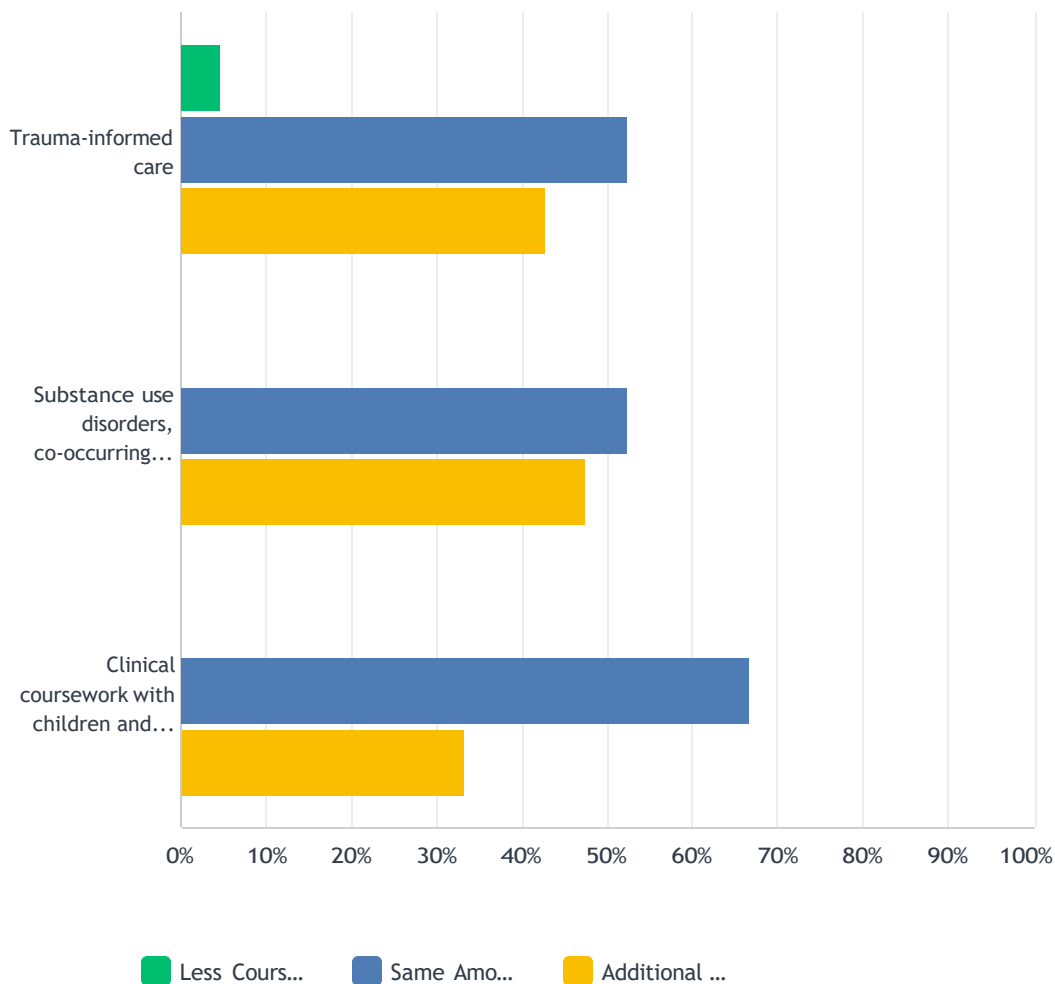
ANSWER CHOICES		RESPONSES	
Yes		82.76%	24
No		17.24%	5
TOTAL			29

Q12 Out of the content topics listed for LPCCs, how much coursework should be devoted to these topics?

Answered: 21 Skipped: 14



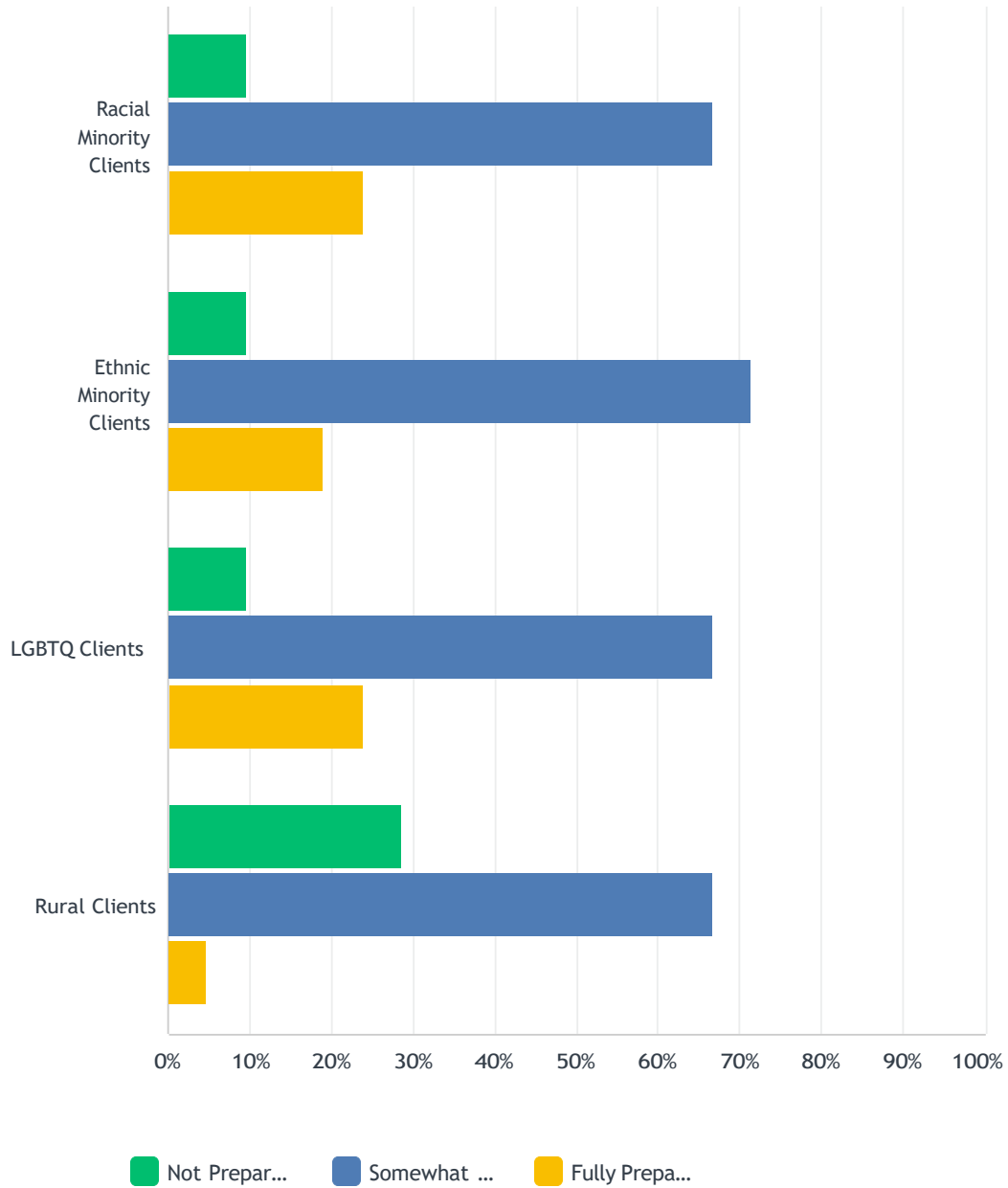
Educator: Education Requirements Survey



	LESS COURSEWORK	SAME AMOUNT	ADDITIONAL COURSEWORK	TOTAL	WEIGHTED AVERAGE
Assessment, diagnosis, and prognosis	0.00% 0	66.67% 14	33.33% 7	21	2.33
Treatment planning and treatment interventions	0.00% 0	33.33% 7	66.67% 14	21	2.67
Other clinical coursework	5.00% 1	60.00% 12	35.00% 7	20	2.30
Legal and ethical training	0.00% 0	71.43% 15	28.57% 6	21	2.29
Cultural competency training	0.00% 0	61.90% 13	38.10% 8	21	2.38
Supervised practicum experience	4.76% 1	57.14% 12	38.10% 8	21	2.33
Trauma-informed care	4.76% 1	52.38% 11	42.86% 9	21	2.38
Substance use disorders, co-occurring disorders, and addiction	0.00% 0	52.38% 11	47.62% 10	21	2.48
Clinical coursework with children and adolescents	0.00% 0	66.67% 14	33.33% 7	21	2.33

Q13 To what extent are your students prepared to serve the following diverse populations?

Answered: 21 Skipped: 14

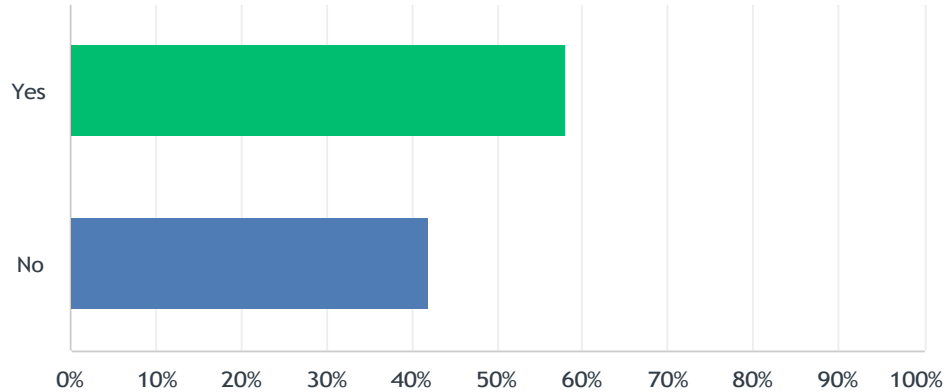


Educator: Education Requirements Survey

	NOT PREPARED	SOMEWHAT PREPARED	FULLY PREPARED	TOTAL
Racial Minority Clients	9.52% 2	66.67% 14	23.81% 5	21
Ethnic Minority Clients	9.52% 2	71.43% 15	19.05% 4	21
LGBTQ Clients	9.52% 2	66.67% 14	23.81% 5	21
Rural Clients	28.57% 6	66.67% 14	4.76% 1	21

Q14 Are there any specific coursework topics you believe should be added to the current LPCC educational requirements?

Answered: 19 Skipped: 16



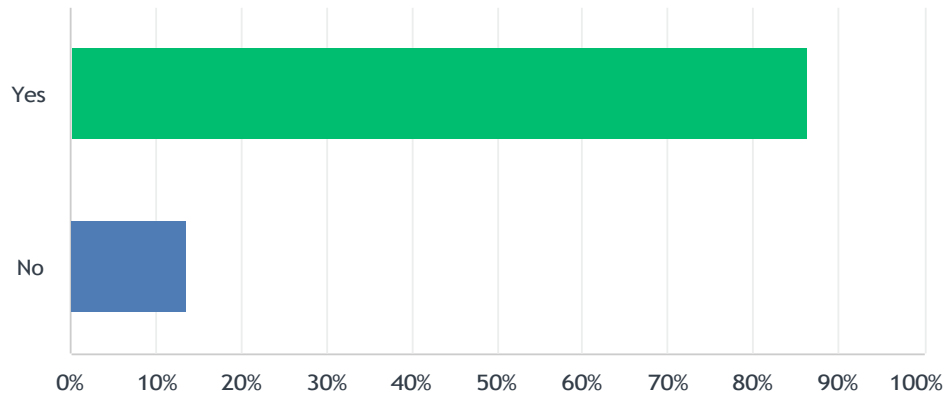
ANSWER CHOICES	RESPONSES	
Yes	57.89%	11
No	42.11%	8
TOTAL		19

#	IF YES, PLEASE SPECIFY.	DATE
1	A full course on Human Sexuality.	5/24/2025 3:56 PM
2	Forensic Mental Health /Forensic Work	5/20/2025 10:21 PM
3	Clinical documentation	5/19/2025 2:23 PM
4	Telehealth	5/15/2025 8:00 PM
5	SUD Courses	5/14/2025 2:59 PM
6	National information awareness	5/14/2025 8:07 AM
7	There should be an emphasis on severe pathology	5/13/2025 4:55 PM
8	Neuropsychology	5/13/2025 4:44 PM
9	more on systems theories	5/13/2025 9:46 AM
10	a semester in sexuality/sex therapy, a semester in family systems theory	5/12/2025 4:21 PM
11	More theoretical and intervention coursework before allowed into practicum	5/12/2025 12:00 PM
12	Documentation, court experience, and license portability psychoeducation	5/12/2025 8:08 AM

Q15 For LPCC programs, do you believe the Board's law should continue to require a specific number of units for each of the 13 core content areas?

LPCC Education Requirements

Answered: 22 Skipped: 13

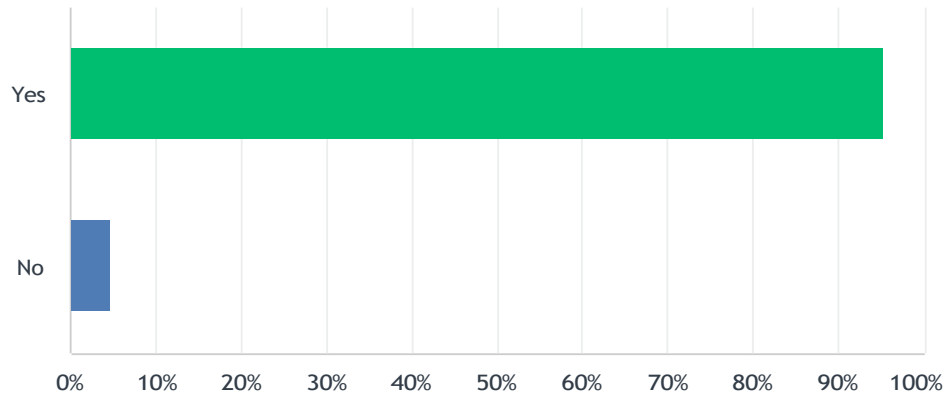


ANSWER CHOICES	RESPONSES	
Yes	86.36%	19
No	13.64%	3
TOTAL		22

#	IF NO, PLEASE EXPLAIN WHY.	DATE
1	I think career counseling as an individual content area is outdated. Occupational stress is intricately tied to other diagnosis and is being treated by other mental health professionals that are not required to take a specific career counseling course. LPCCs shouldn't be held to the higher standard.	5/13/2025 4:55 PM
2	They meet CACREP requirements which already prescribe units	5/12/2025 4:21 PM

Q16 For LPCC programs, do you believe the Board's laws should continue to require a specific number of units for advanced coursework? LPCC Advance Coursework 4999.33(c)(2)

Answered: 21 Skipped: 14

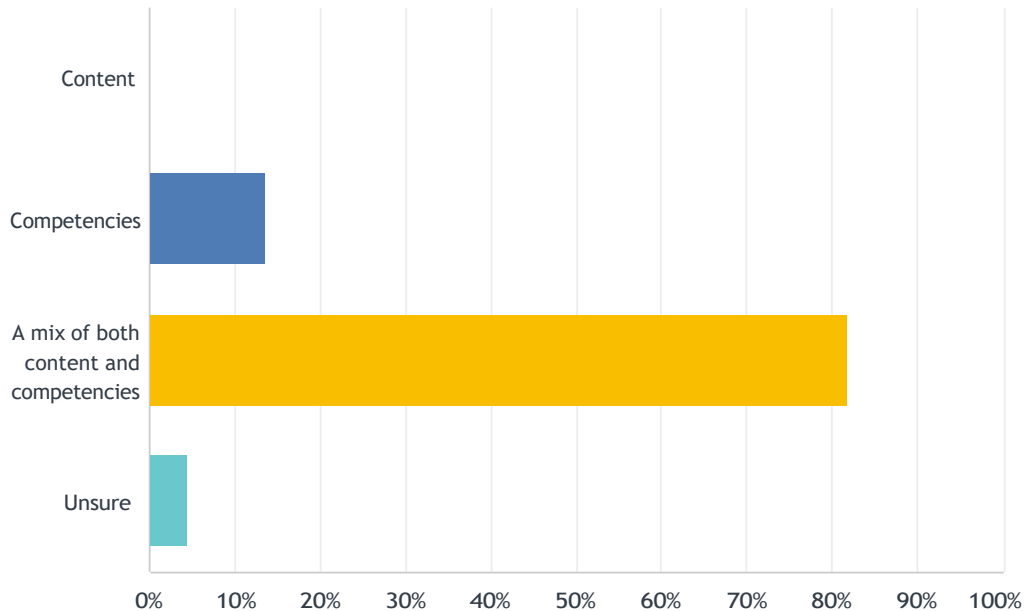


ANSWER CHOICES		RESPONSES	
Yes		95.24%	20
No		4.76%	1
TOTAL			21

#	IF NO, PLEASE EXPLAIN WHY.	DATE
1	CACREP requirements already prescribe units	5/12/2025 4:21 PM

Q17 Do you believe that the Board's law should continue to specifically identify the content requirements, or should it instead focus on establishing defined competencies?

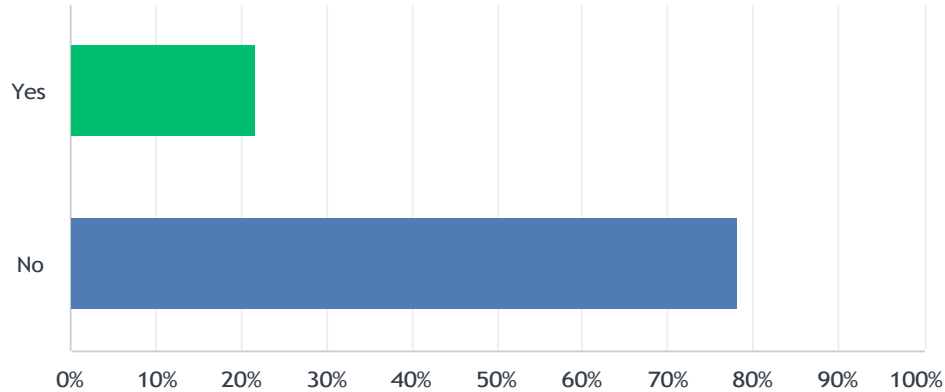
Answered: 22 Skipped: 13



ANSWER CHOICES	RESPONSES	
Content	0.00%	0
Competencies	13.64%	3
A mix of both content and competencies	81.82%	18
Unsure	4.55%	1
TOTAL		22

Q18 Are there any coursework topics you believe should be removed or revised from the current requirements?

Answered: 23 Skipped: 12

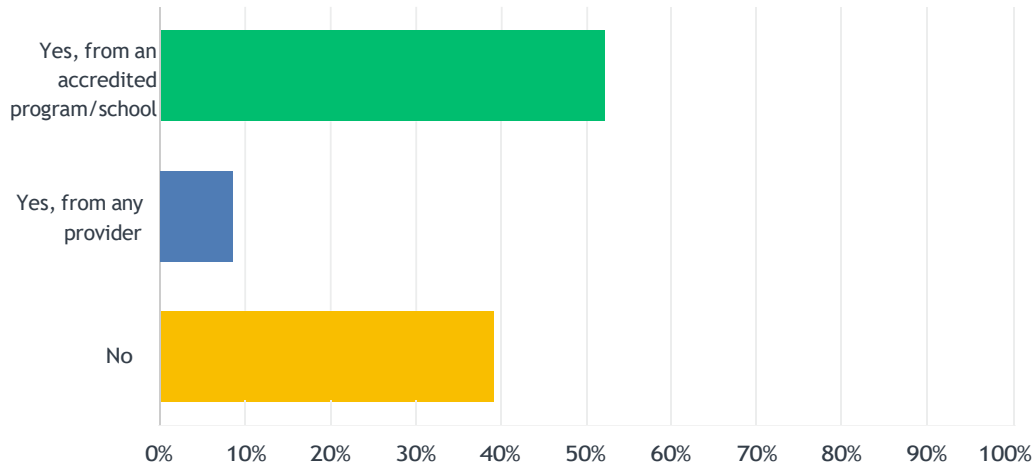


ANSWER CHOICES	RESPONSES	
Yes	21.74%	5
No	78.26%	18
TOTAL		23

#	IF YES, PLEASE SPECIFY.	DATE
1	3 unit courses for human sexuality and substance use disorders/treatment.	5/15/2025 8:06 PM
2	SUD and co-occurring dx	5/14/2025 3:12 PM
3	LPCC should align with CACREP content and competencies at minimum	5/13/2025 6:57 PM
4	Maybe research methods. Most clinicians aren't doing research.	5/13/2025 5:16 PM
5	HIV/AIDS, the 10-hour sexuality requirement which is insufficient and should be a semester, honestly all of the legislated "workshops" should be removed and integrated into the curriculum	5/12/2025 4:30 PM
6	Prepracticum	5/12/2025 8:17 AM

Q19 Do you believe the Board's law should allow for certain courses to be taken outside of the degree program?

Answered: 23 Skipped: 12

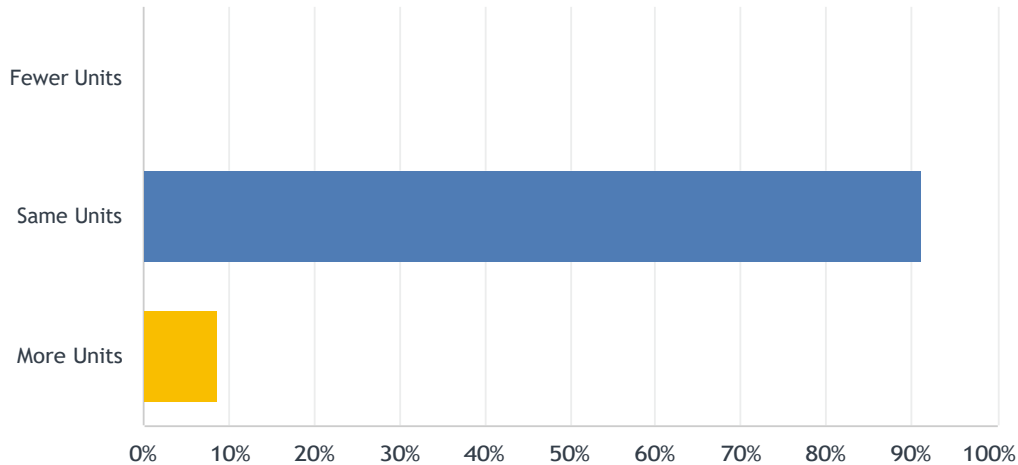


ANSWER CHOICES		RESPONSES	
Yes, from an accredited program/school		52.17%	12
Yes, from any provider		8.70%	2
No		39.13%	9
TOTAL			23

#	IF YES, WHAT SPECIFIC KINDS OF COURSEWORK?	DATE
1	Evidence based practices, documentation training	5/19/2025 2:28 PM
2	Psychopharmacology; specific skills	5/13/2025 6:57 PM
3	Anything not listed as a core competency or clinical course	5/13/2025 9:59 AM
4	any needed to remediate when bringing in a degree from outside California	5/12/2025 4:30 PM

Q20 Should the Board's law continue to require 60 semester units/90 quarter units for a qualifying degree?

Answered: 23 Skipped: 12

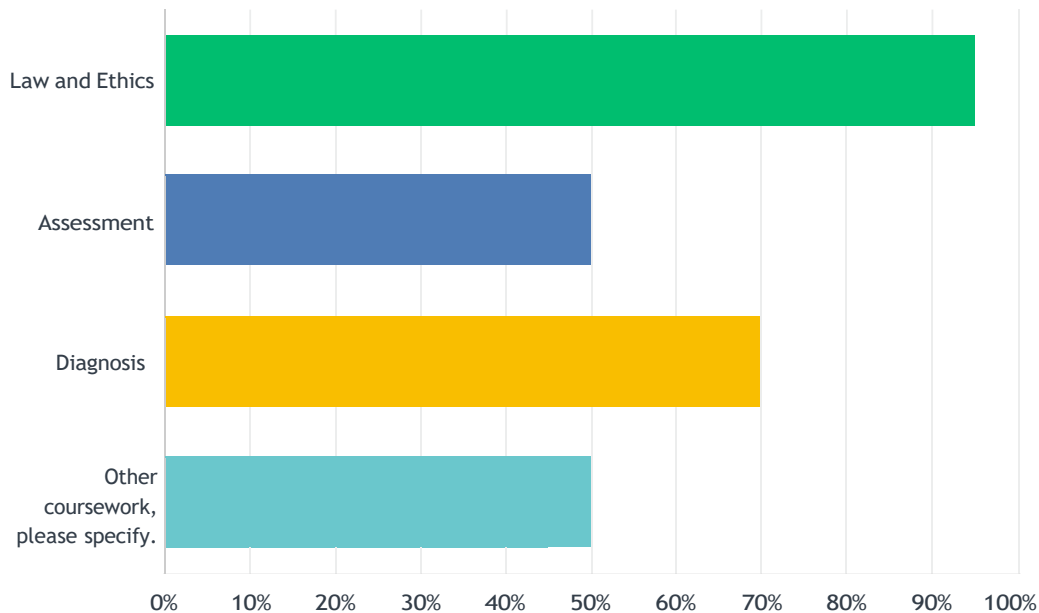


ANSWER CHOICES	RESPONSES	
Fewer Units	0.00%	0
Same Units	91.30%	21
More Units	8.70%	2
TOTAL		23

#	IF YES, PLEASE SPECIFY AND DESCRIBE YOUR RATIONALE.	DATE
1	This is consistent with other state requirements.	5/15/2025 8:06 PM
2	To be licensed eligible outside of California, graduates need a minimum of 60 semester hours as that is the national standard and follows CACREP.	5/14/2025 3:12 PM
3	Aligns with national averages	5/13/2025 6:57 PM
4	Maybe another law and ethics class. Or more practicum.	5/13/2025 5:16 PM
5	There should be consistency between master level licenses educational requirements (MFT, LCSW)	5/13/2025 9:59 AM

Q21 Does your program require students to complete specific (pre-requisite) coursework prior to providing clients with clinical counseling services?

Answered: 20 Skipped: 15

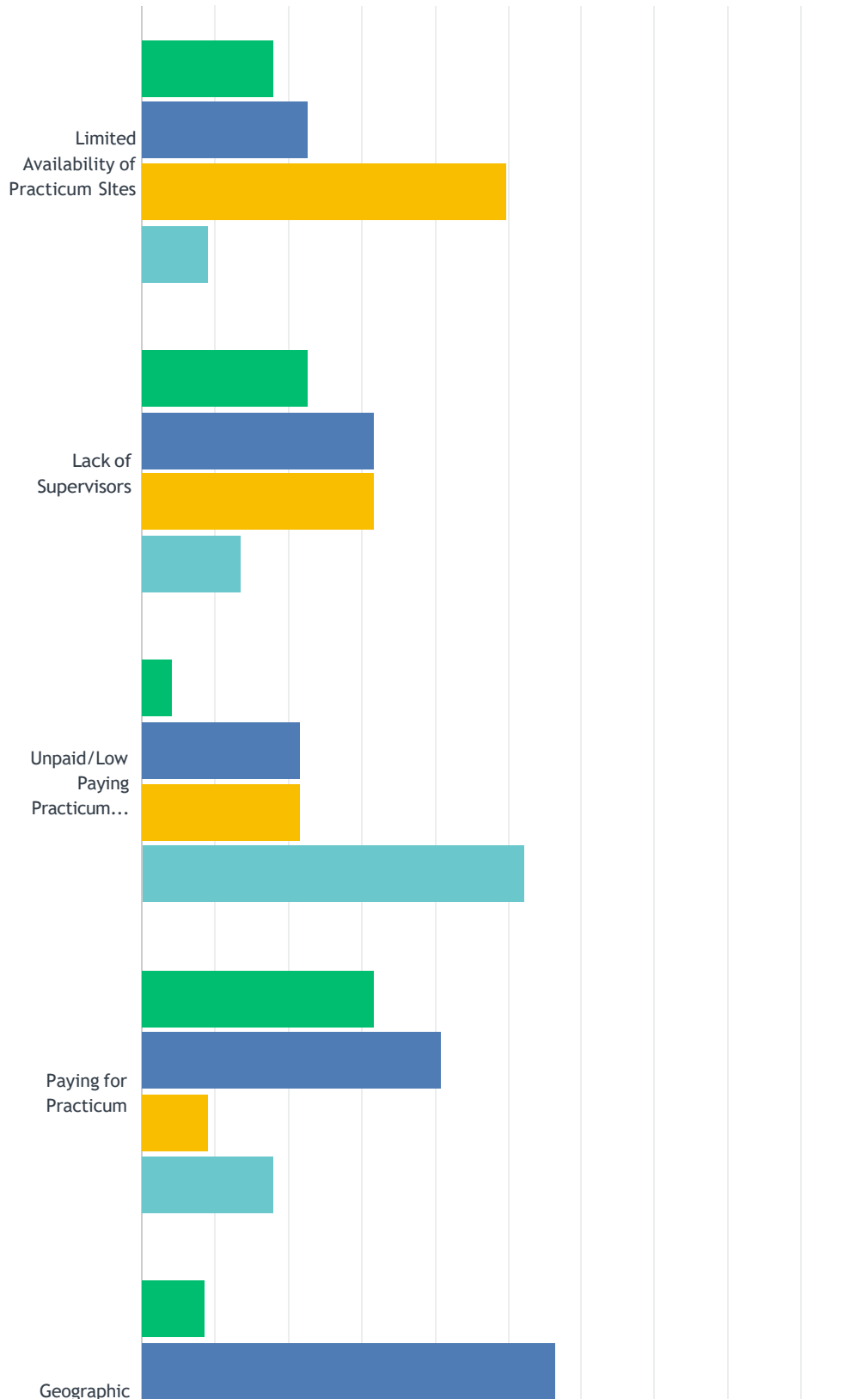


ANSWER CHOICES	RESPONSES	
Law and Ethics	95.00%	19
Assessment	50.00%	10
Diagnosis	70.00%	14
Other coursework, please specify.	45.00%	9
Total Respondents: 20		

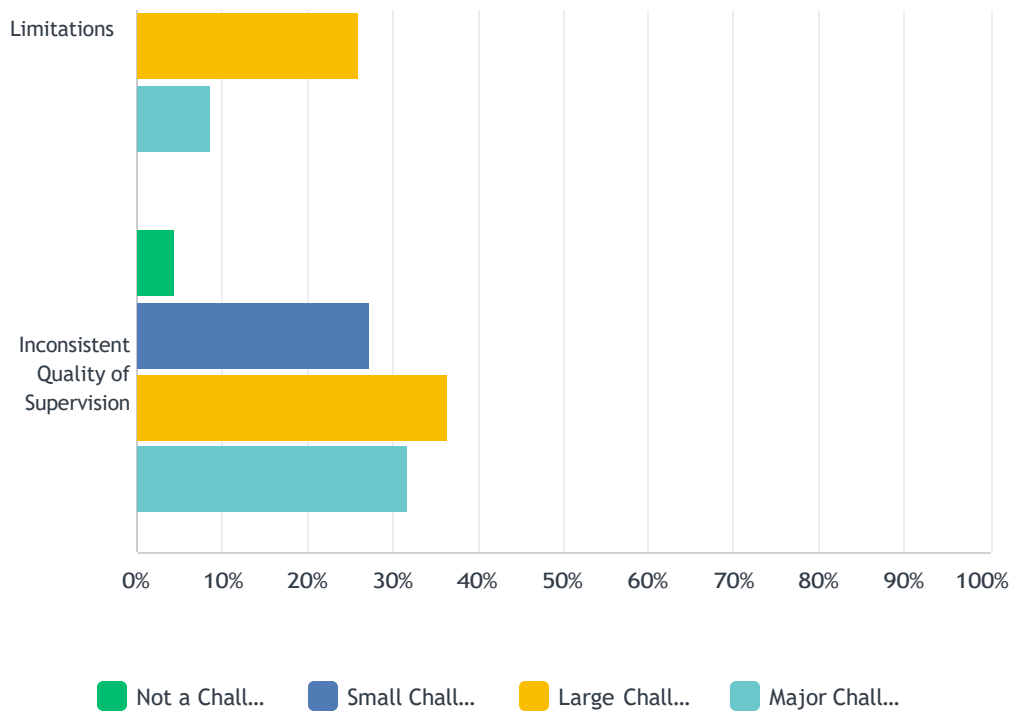
#	OTHER COURSEWORK, PLEASE SPECIFY.	DATE
1	Pre-practicum	5/19/2025 2:28 PM
2	Counseling Methods/Skills	5/16/2025 4:58 PM
3	At least one theory course.	5/15/2025 8:06 PM
4	Trauma counseling, counseling theory & skills, Group Counseling	5/14/2025 3:12 PM
5	Skills, theories, crisis and trauma	5/13/2025 6:57 PM
6	Clinical courses are taking at the end of the program, after all coursework and residencies are passed	5/13/2025 9:59 AM
7	Multicultural, Basic Counseling Skills/Intro	5/12/2025 10:55 AM
8	We take associates only	5/12/2025 10:52 AM
9	Psychopharmacology, couples and family therapy, techniques for therapy	5/12/2025 8:17 AM

Q22 As far as you know, to what extent did the following present a challenge for your students when securing practicum?

Answered: 23 Skipped: 12



Educator: Education Requirements Survey



	NOT A CHALLENGE	SMALL CHALLENGE	LARGE CHALLENGE	MAJOR CHALLENGE	TOTAL	WEIGHTED AVERAGE
Limited Availability of Practicum Sites	18.18% 4	22.73% 5	50.00% 11	9.09% 2	22	2.50
Lack of Supervisors	22.73% 5	31.82% 7	31.82% 7	13.64% 3	22	2.36
Unpaid/Low Paying Practicum Placements	4.35% 1	21.74% 5	21.74% 5	52.17% 12	23	3.22
Paying for Practicum	31.82% 7	40.91% 9	9.09% 2	18.18% 4	22	2.14
Geographic Limitations	8.70% 2	56.52% 13	26.09% 6	8.70% 2	23	2.35

Inconsistent Quality of Supervision	7.00% 1	27.27% 6	50.00% 8	15.00% 7	22	2.95
-------------------------------------	------------	-------------	-------------	-------------	----	------

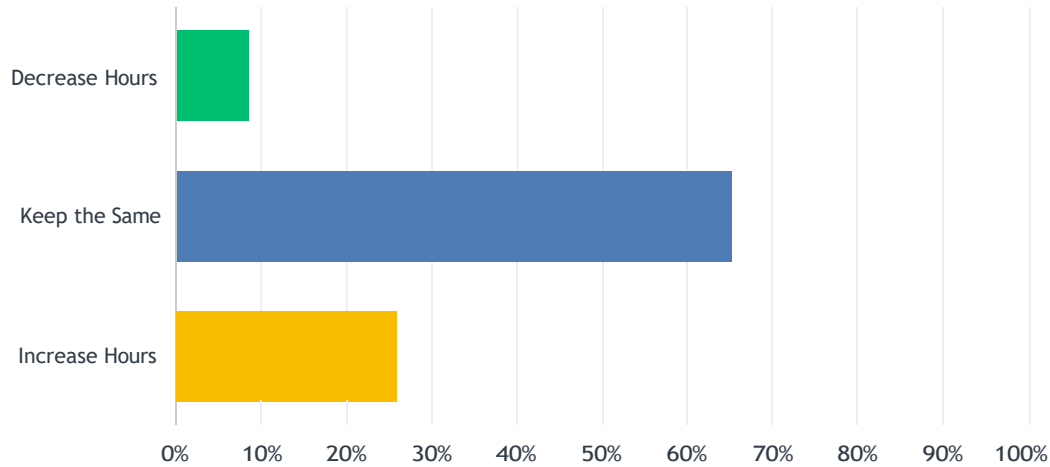
#	IF YOU KNOW OF OTHER CHALLENGES, PLEASE LIST THEM AND STATE HOW MUCH OF A CHALLENGE.	DATE
1	Varying degree of practicum experience and training	5/19/2025 2:28 PM
2	AMFT sites paying less than minimum wage or less than fast food workers make	5/15/2025 6:30 PM

Educator: Education Requirements Survey

3	As fieldwork coordinator, I find many supervisors in Northern California are wholly unqualified to supervise and are ill equipped to understand the basic tenets of Clinical supervision.	5/14/2025 3:12 PM
4	Disparity between MFT trainees hours counting toward licensure while PCCs do not	5/13/2025 6:57 PM
5	Lack of opportunity to see couples and families, unwillingness by sites to encourage couple & family clients, incompetence and discomfort of supervisors in terms of couple & family clients and diverse clients seen via a cultural humility lens	5/12/2025 4:30 PM
6	Support for students and need for better quality supervision	5/12/2025 8:17 AM

Q23 Should the number of Board-required practicum face-to-face counseling hours be adjusted?

Answered: 23 Skipped: 12

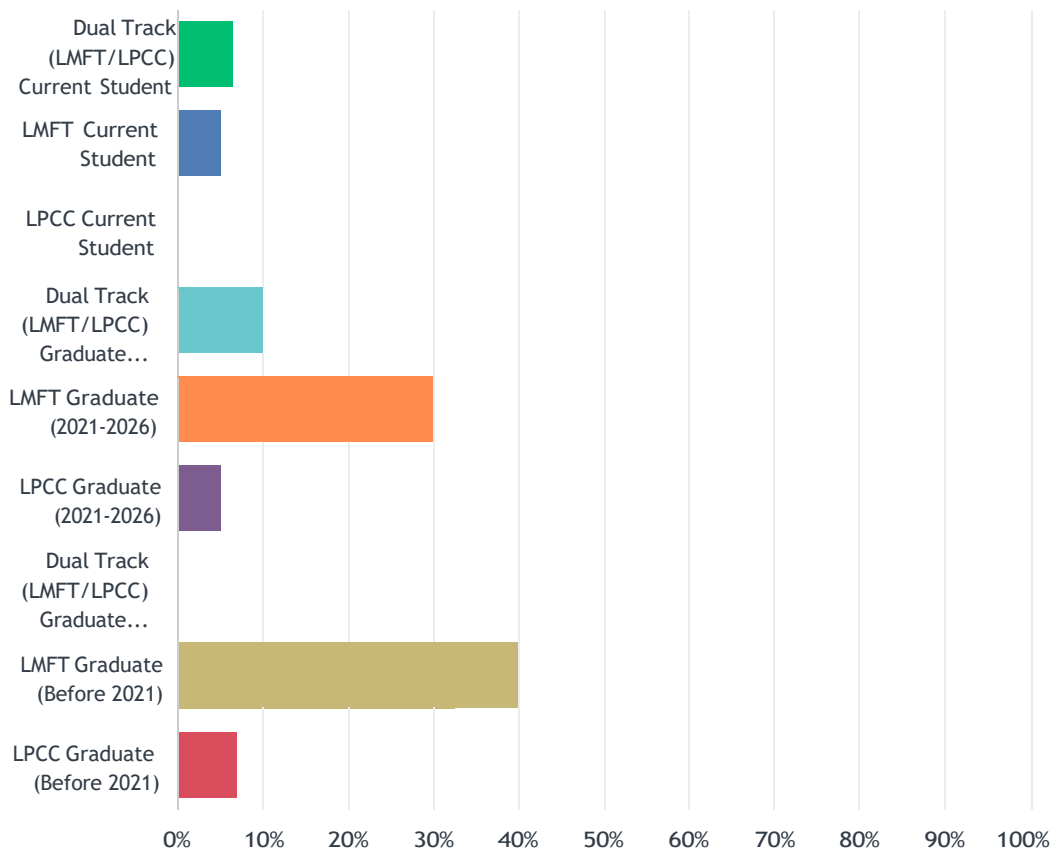


ANSWER CHOICES	RESPONSES	
Decrease Hours	8.70%	2
Keep the Same	65.22%	15
Increase Hours	26.09%	6
TOTAL		23

Blank Page

Q1 What is your current status? (Select one)

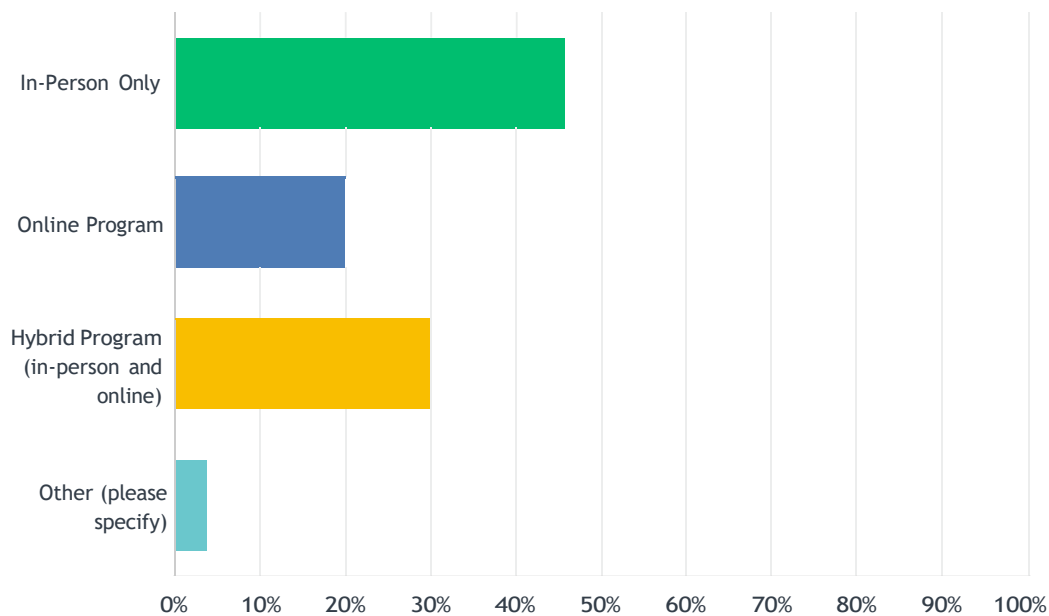
Answered: 214 Skipped: 0



ANSWER CHOICES	RESPONSES	
Dual Track (LMFT/LPCC) Current Student	6.54%	14
LMFT Current Student	5.14%	11
LPCC Current Student	1.87%	4
Dual Track (LMFT/LPCC) Graduate (2021-2026)	10.75%	23
LMFT Graduate (2021-2026)	29.44%	63
LPCC Graduate (2021-2026)	5.14%	11
Dual Track (LMFT/LPCC) Graduate (Before 2021)	1.40%	3
LMFT Graduate (Before 2021)	32.71%	70
LPCC Graduate (Before 2021)	7.01%	15
TOTAL		214

Q4 What type of program did you/are you attend(ing)?

Answered: 214 Skipped: 0

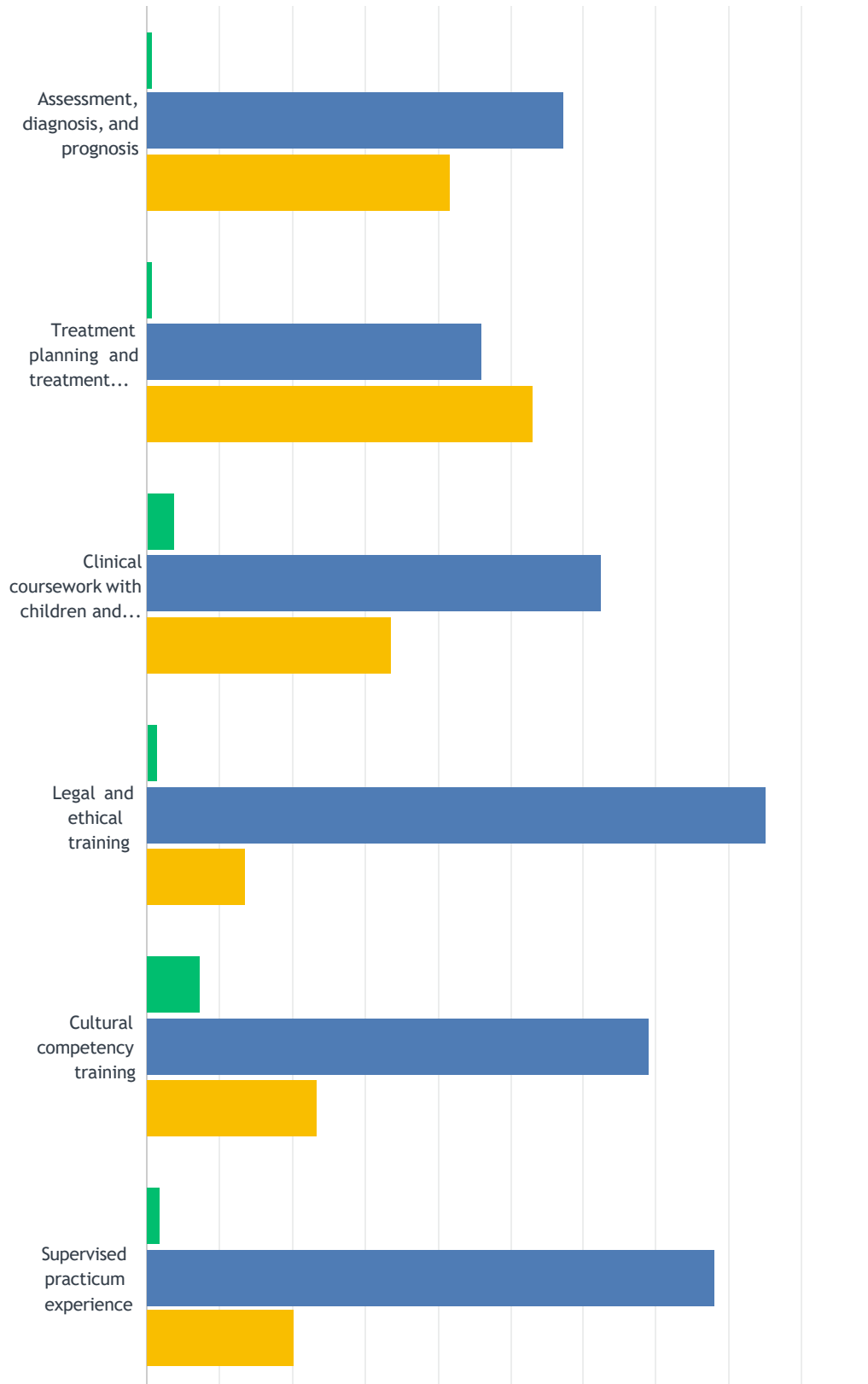


ANSWER CHOICES	RESPONSES	
In-Person Only	45.79%	98
Online Program	20.56%	44
Hybrid Program (in-person and online)	29.91%	64
Other (please specify)	3.74%	8
TOTAL		214

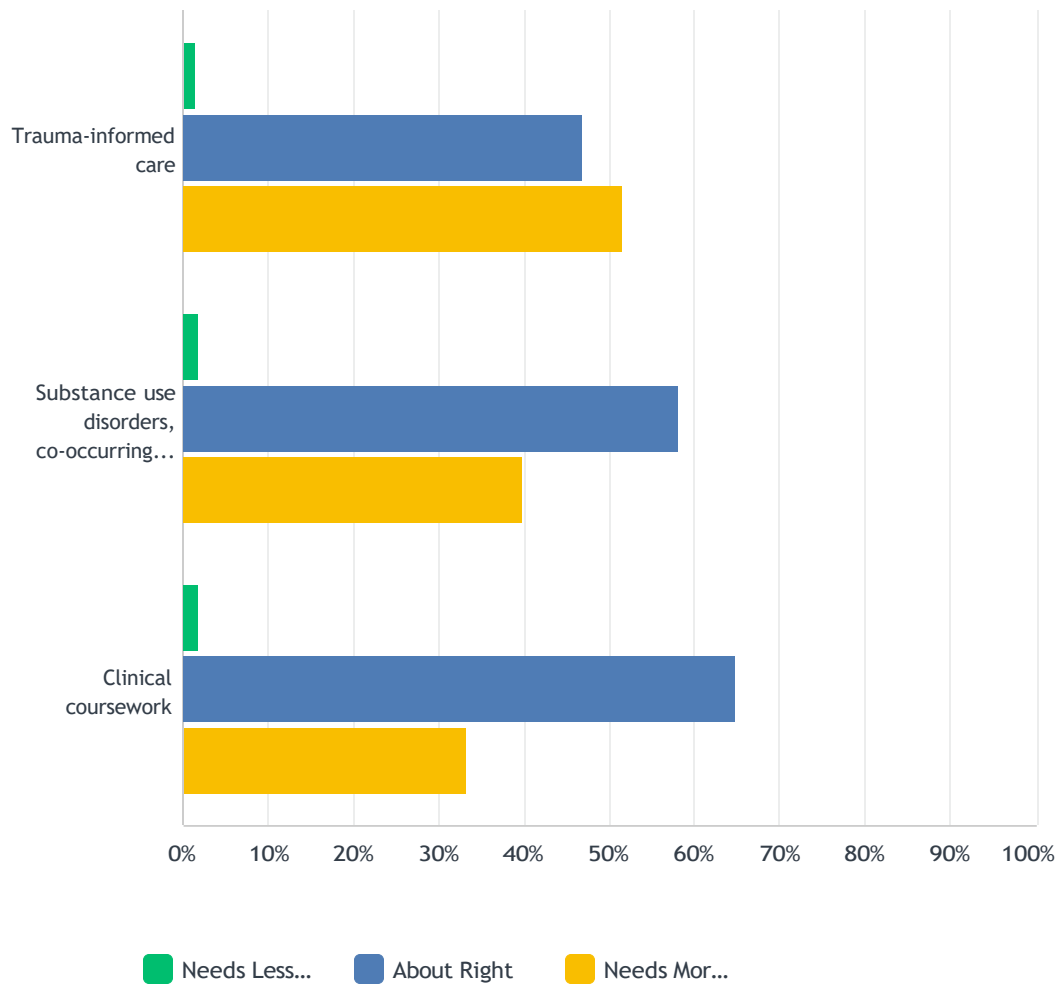
#	OTHER (PLEASE SPECIFY)	DATE
1	course work online, practicum in person	5/27/2025 11:24 AM
2	in-person program, went online during Covid (until my graduation)	5/19/2025 12:46 PM
3	In person only but moved online for the last semester due to Covid	5/13/2025 7:53 PM
4	In person, COVID made some classes online but synchronous and still in person as much as possible	5/13/2025 1:00 PM
5	It was in-person, but due to the pandemic, my last two quarters were online.	5/12/2025 11:07 PM
6	Hybrid due to COVID-19 pandemic	5/12/2025 12:25 PM
7	It was supposed to be in person, but it was online due to Covid	5/12/2025 10:41 AM
8	Online w practicum in person	5/12/2025 8:32 AM

Q6 What instructional content do you feel needed or needs more focus ? (Select all that apply)

Answered: 213 Skipped: 1



Students/Registrants: Education Requirements Survey

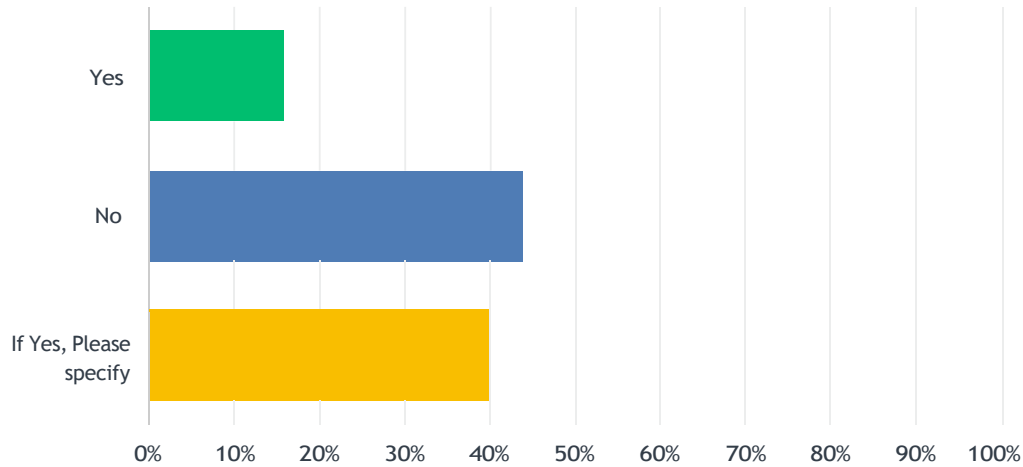


	NEEDS LESS FOCUS	ABOUT RIGHT	NEEDS MORE FOCUS	TOTAL	WEIGHTED AVERAGE
Assessment, diagnosis, and prognosis	0.94% 2	57.28% 122	41.78% 89	213	2.41
Treatment planning and treatment interventions	0.94% 2	46.01% 98	53.05% 113	213	2.52
Clinical coursework with children and adolescents	3.79% 8	62.56% 132	33.65% 71	211	2.30
Legal and ethical training	1.41% 3	84.98% 181	13.62% 29	213	2.12
Cultural competency training	7.51% 16	69.01% 147	23.47% 50	213	2.16
Supervised practicum experience	1.88% 4	77.93% 166	20.19% 43	213	2.18
Trauma-informed care	1.41% 3	46.95% 100	51.64% 110	213	2.50
Substance use disorders, co-occurring disorders, and addiction	1.88% 4	58.22% 124	39.91% 85	213	2.38

Clinical coursework	1.88% 4	64.79% 138	33.33% 71	5.15% 11	5.15% 11
---------------------	------------	---------------	--------------	-------------	-------------

Q7 Are there any topics or courses that are not included within your degree program that you wish were?

Answered: 214 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	15.89%	34
No	43.93%	94
If Yes, Please specify	40.19%	86
TOTAL		214

#	IF YES, PLEASE SPECIFY	DATE
1	I think the programs will fall behind if basic prerequisites are not rooted in human genetics, anatomy and physiology, and brain function as it is interconnected with body systems	5/28/2025 8:11 AM
2	Self-employment course	5/24/2025 6:13 PM
3	Grief, loss, dying	5/24/2025 10:25 AM
4	Grief/death & dying; personality disorders; perinatal & birth experiences	5/23/2025 5:33 PM
5	Operating a business as a clinical. A lot of us do private practice with no foundation on how to do so	5/23/2025 1:13 PM
6	as mentioned above, a business class. Perhaps making it an elective so people can decide for themselves.	5/23/2025 10:31 AM
7	somatic interventions	5/23/2025 8:00 AM
8	Intersections between public and behavioral health social justice	5/23/2025 7:19 AM
9	More focus on Couples therapy	5/22/2025 7:40 PM
10	more on sexuality, more in depth on theories and techniques	5/22/2025 9:45 AM
11	Grief	5/22/2025 9:42 AM
12	Notes	5/22/2025 9:41 AM
13	Grief work/Trauma informed practices like EMDR	5/22/2025 9:40 AM

Students/Registrants: Education Requirements Survey

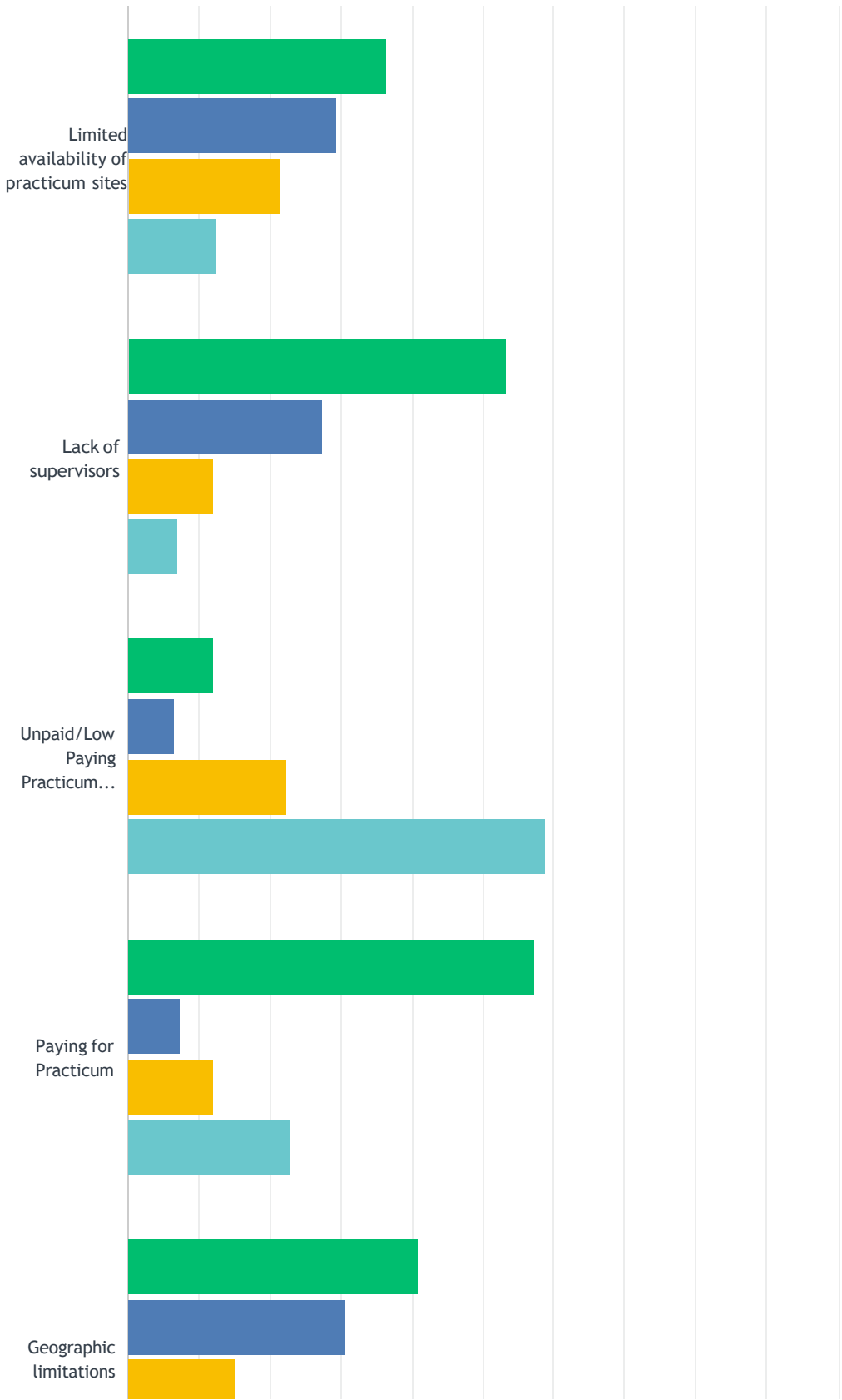
14	EMDR	5/22/2025 9:37 AM
15	How to write notes. Grief.	5/22/2025 9:36 AM
16	Theory	5/22/2025 9:35 AM
17	Business	5/21/2025 8:39 PM
18	Documentation	5/21/2025 3:34 PM
19	Clinical documentation and evidenced based practices	5/21/2025 12:08 AM
20	I wish we had trainings for specific theories/interventions	5/20/2025 4:58 PM
21	More courses on Marriage/couples therapy. More exposure to different theories	5/20/2025 3:15 PM
22	Working in non-profit settings with insurance!	5/20/2025 7:01 AM
23	LGBTQIA	5/19/2025 10:12 PM
24	Working with elderly and neurodivergent individuals	5/19/2025 8:56 PM
25	Clinical Documentation	5/19/2025 8:03 PM
26	Semester long courses in specific clinical theory or modalities	5/19/2025 6:58 PM
27	Couples Counseling	5/19/2025 6:47 PM
28	Working with Veterans	5/19/2025 6:05 PM
29	A course concentrated on treating transgender youth and/or lgbtq community members	5/19/2025 4:48 PM
30	Work with infants/early childhood	5/19/2025 4:37 PM
31	Clinical Supervision	5/19/2025 4:06 PM
32	More CBT course work.	5/19/2025 3:13 PM
33	Private practice, business side of it, documentation	5/19/2025 3:04 PM
34	Business	5/19/2025 2:44 PM
35	How to run a practice/business side/working with insurance/financial planning for therapists	5/19/2025 2:14 PM
36	More focus on the history of the field and some of the harms it has caused.	5/19/2025 12:46 PM
37	Application of theories/ modalities. How to apply treatment plan throughout therapy and gauge success. More information on how to be best prepared for BBS Documents for licenser.	5/19/2025 8:09 AM
38	Much more trauma and couples work	5/15/2025 9:47 PM
39	Telehealth	5/14/2025 9:21 PM
40	Clinical Documentation, agency work	5/14/2025 8:19 PM
41	The business side of clinical practice	5/13/2025 7:32 PM
42	Real world stuff about the field and how it looks today— politics, marketing, the threat of AI, and how saturated the field is and how hard it is to make a living as an AMFT in California	5/13/2025 5:20 PM
43	Knowledge and preparation of the adherence to FERPA for school based mental health services.	5/13/2025 3:32 PM
44	Integration of Christian faith	5/13/2025 1:16 PM
45	It's been a while so I don't remember	5/13/2025 1:00 PM
46	I would have liked to see more courses on family dynamics, relationships, and gottman related interventions	5/13/2025 11:37 AM
47	A bridge to obtain a PPS Credential like MSW's have	5/13/2025 11:29 AM
48	Business practices	5/13/2025 7:40 AM
49	Medi-Cal documentation; realities of working in community/inpatient settings	5/13/2025 6:25 AM

Students/Registrants: Education Requirements Survey

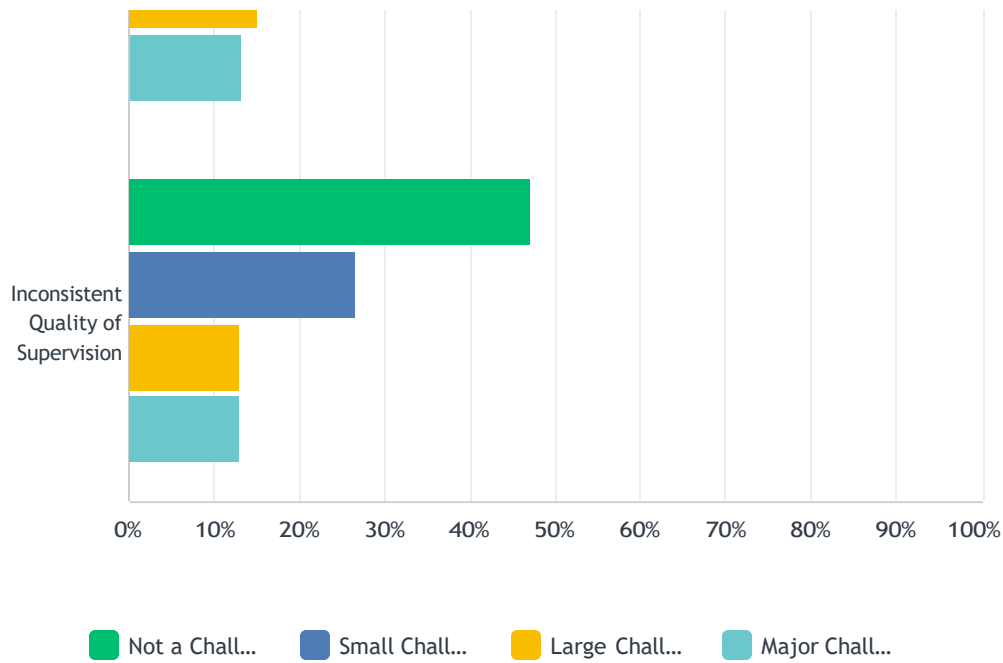
50	Grief/Bereavement, business side of building your own private practice, differences between community mental health, private practice, and other clinical settings	5/12/2025 11:07 PM
51	Maybe more theories applied to cases	5/12/2025 9:10 PM
52	Treatment of minorities and business in private practice	5/12/2025 8:34 PM
53	Further exploration in specific approaches like Somatic therapy and EMDR	5/12/2025 6:08 PM
54	Grief and Dying	5/12/2025 5:20 PM
55	Insurance, billing, business and private practice	5/12/2025 4:38 PM
56	Diagnosis & treatment planning	5/12/2025 2:58 PM
57	EMDR or TF-CBT	5/12/2025 2:25 PM
58	More emphasis on diagnoses	5/12/2025 2:12 PM
59	Psychosis, Personality Disorders and Substance Use	5/12/2025 1:57 PM
60	The use of another language in clinical work and nuances around providing services to monolingual clients. Use of interpreter in therapy.	5/12/2025 1:21 PM
61	How to start private practice / business side of work	5/12/2025 12:57 PM
62	Neurodiversity, gender identity/LGBTQ issues	5/12/2025 12:22 PM
63	Child and Family Wellbeing services, family therapy interventions	5/12/2025 12:22 PM
64	More about owning a business and different career paths. More about documentation	5/12/2025 12:08 PM
65	Business! We need to learn more about what private practice means, LLC, S Corp etc...	5/12/2025 11:34 AM
66	Tracking progress, graduating from care	5/12/2025 11:31 AM
67	More research focused classes	5/12/2025 11:30 AM
68	Disability studies, neuroscience	5/12/2025 11:06 AM
69	Preparing you more for postgraduate	5/12/2025 10:41 AM
70	Courses related to business and private practice	5/12/2025 10:38 AM
71	Business side of licensure	5/12/2025 10:34 AM
72	Menopause	5/12/2025 10:30 AM
73	Telehealth	5/12/2025 10:29 AM
74	AUTISM / DEVELOPMENT DISORDERS	5/12/2025 10:03 AM
75	More about note phrasing, being clinically flexible.	5/12/2025 9:58 AM
76	Would have appreciated a bit more on various frameworks and specific interventions with those frameworks.	5/12/2025 9:52 AM
77	Telehealth and Digital Security	5/12/2025 9:13 AM
78	Telehealth coursework	5/12/2025 9:12 AM
79	Personality disorders	5/12/2025 9:11 AM
80	barely did anything on families or couples; did not learn IFS	5/12/2025 9:04 AM
81	More specific therapeutic practice courses.	5/12/2025 8:53 AM
82	Information about the licensure process and after becoming licensed,	5/12/2025 8:43 AM
83	Perinatal training	5/12/2025 8:23 AM
84	Business Marketing and Insurance 101	5/12/2025 8:16 AM
85	How to build a private practice, how to take progress notes	5/12/2025 8:11 AM

Q8 Did any of these present a barrier to you finding a practicum site?

Answered: 214 Skipped: 0



Students/Registrants: Education Requirements Survey



	NOT A CHALLENGE	SMALL CHALLENGE	LARGE CHALLENGE	MAJOR CHALLENGE	TOTAL	WEIGHTED AVERAGE
Limited availability of practicum sites	36.45% 78	29.44% 63	21.50% 46	12.62% 27	214	2.10
Lack of supervisors	53.27% 114	27.57% 59	12.15% 26	7.01% 15	214	1.73
Unpaid/Low Paying Practicum Placements	12.15% 26	6.54% 14	22.43% 48	58.88% 126	214	3.28
Paying for Practicum	57.28% 122	7.51% 16	12.21% 26	23.00% 49	213	2.01
Geographic limitations	41.04% 87	30.66% 65	15.09% 32	13.21% 28	212	2.00

Inconsistent Quality of Supervision	71.45% 101	20.07% 57	10.00% 28	10.00% 28	214	1.92
-------------------------------------	---------------	--------------	--------------	--------------	-----	------

#	OTHER (PLEASE SPECIFY)	DATE
1	Apparently if your not in the right click, clinical supervision can be unethically poor	5/28/2025 8:11 AM
2	Its very hard to not be paid. Having to navigate it all is near impossible.	5/22/2025 9:36 AM
3	Administration lacked support in finding site. Unpaid site.	5/22/2025 9:35 AM
4	Not that many companies have LPCC even now in California	5/19/2025 12:25 PM

Students/Registrants: Education Requirements Survey

5	I do not believe that anyone was paid for the Practicum hours completed at the time I was in graduate school.	5/17/2025 10:04 AM
6	on-site program management in conflict with needs	5/16/2025 8:23 PM
7	National Univ didn't help me find a placement. And Fresno didn't have a lot of placement options.	5/14/2025 9:21 PM
8	Too many different supervisors	5/14/2025 4:21 PM
9	The pay and expectations are not appropriate and would not be accepted in most other career fields	5/12/2025 2:11 PM

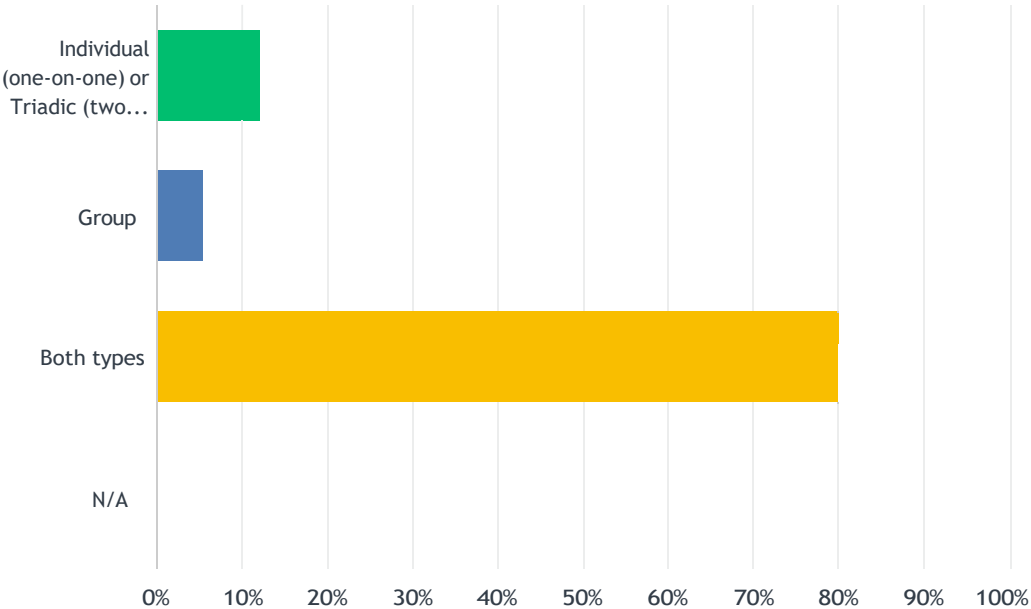
Students/Registrants: Education Requirements Survey

10 My supervisor post graduation was terrible. I filed a complaint. BBS ignored. BBS needs to monitor supervisors more closely

5/12/2025 10:30 AM

Q9 Did you receive individual, triadic, or group supervision during your practicum?

Answered: 213 Skipped: 1



ANSWER CHOICES	RESPONSES	
Individual (one-on-one) or Triadic (two to one)	12.21%	26
Group	5.63%	12
Both types	80.75%	172
N/A	1.41%	3
TOTAL		213