



**School of Education  
Graduate Department of Leadership and Counseling**

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**HANDBOOK**

**School Counseling Program: Masters and PPS Credential**

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**For Students Entering Fall 2016**

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## ABOUT THIS HANDBOOK

This *Handbook* provides students and prospective students with information about the faculty, curriculum, policies, and procedures of the University of Redlands' School Counseling Programs. It serves as a supplement to the University Catalog (<http://www.redlands.edu/study/registrars-office/course-catalogs/>)

Because academic programs evolve, some changes can occur from year to year. Therefore, the content of this *Handbook* is specific to students admitted in fall 2016.

## THE SCHOOL COUNSELING PROGRAMS: A QUICK OVERVIEW

The University of Redlands has both a degree-granting school counseling program and one that grants only the California Pupil Personnel Services (PPS) credential. Because these are professional practice degrees, students are expected not only to develop foundational knowledge but practice skills. An important focus of the program is on personal qualities and interpersonal skills, which are at least as important as technical competence.

As a part of the training experience in many of the courses in the School Counseling curriculum, students are expected to take on the roles of therapist, client, supervisor, and/or supervisee. During role plays and practice sessions, students have the option to disclose personal information to facilitate the training process; students are encouraged to share only what they feel comfortable disclosing.

### Masters Program

The 48-credit hour university of Redland's Master's degree program in School Counseling prepares counselors for work in school settings. It has two tracks: One for counselors who will work in P-12 settings and one for counselors who will work in college settings. Some also choose to pursue both tracks (for a 54 unit program).

The California Credentialing Teacher Commission accredits the program. Therefore, students who graduate from the P-12 track (or the P-12 track + the College Track) will be eligible for the California PPS credential upon degree completion, as will those who pursue the PPS credential (described immediately below).

### PPS Credential Program

The PPS 39 unit credential program is designed for those who want only the credential and not the masters degree. Except for the three courses (9 credit hours) in the research sequence, the coursework is the same as that taken by students in the masters program.

Students who have taken graduate work in counseling within the past five years can request to have up to 24 units of that coursework waived. Depending on what prior field work those students may have done as part of a prior graduate program, they may make a request to the Office of Field Placement and Advisement to waive up to 200 hours of the required 600 hours of University of Redlands field work.

Regardless of what courses might be waived, though, all PPS students will take at least 15 units of University of Redlands coursework. They will work with their academic advisor to select those courses.

## Program Training Goals

The School Counseling program meets training goals that the CCTC requires of all programs that it accredits. These goals can be found at <http://www.ctc.ca.gov/educator-prep/standards/pps.pdf>.

But as in addition to these stipulated by the CCTC, the program has its own goals that speak to what is unique about it. Students who graduate from the program will be able to:

- Evaluate student academic, personal, and vocational functioning using appropriate assessment procedures.
- Specify how a range of the best-established, evidence-based counseling models would be used with diverse student populations.
- Utilize both self-awareness and sensitivity to their interpersonal impacts when interacting with whom they serve.
- Draw from the relevant research literature to inform their professional practice.
- Use the ethical standards of the American School Counseling Association to identify and resolve ethical conflicts.
- Identify students affected by inequities and advocate for them as appropriate.
- Demonstrate identity as a professional school counselor through appropriate integration of the roles of counselor, consultant, collaborator, and student advocate.

These learning outcomes are competencies that students are to attain through a combination of academic coursework and field placements in which they learn under supervision in real-world settings. They will demonstrate that they have achieved these competencies in multiple ways, including course evaluations and these four evaluations:

- Field work instructor ratings of performance (during each term of field work)
- Field work supervisor ratings of performance (during each term of field work)
- A case presentation during the last term of the Field Work course (EDUC 677)
- Passing the Comprehensive Counseling Preparation Examination (CPCE)

## PROGRAM FACULTY

The program is housed in the Graduate Department of Leadership and Counseling, which encompasses not only the CMHC program, but also the higher education, school counseling, educational administration, and doctoral (Ed.D. in educational leadership) programs. The following are in leadership roles that are relevant to CMHC students:

- *Department Chair:* Professor Pauline Reynolds ([pauline\\_reynolds@redlands.edu](mailto:pauline_reynolds@redlands.edu))
- *Coordinator of Counseling Programs:* Professor Rod Goodyear

School Counseling students are likely to take classes with other departmental faculty and with students in other departmental programs, especially Clinical Mental Health Counseling.

### Full Time Counseling Faculty

**Janee Both-Gragg** (Ph.D., Marriage and Family Therapy, Loma Linda University) is an Associate Professor. She is licensed in California both as a Licensed Professional Clinical Counselor, and as a Marriage and Family Therapist. For more information about her training, experience, and research interests, visit her faculty webpage: <http://goo.gl/7s2ljP>  
Email: [janee\\_bothgragg@redlands.edu](mailto:janee_bothgragg@redlands.edu)

**Angela Clark-Taylor** (Ph.D., Educational Leadership, University of Rochester) is a Visiting Assistant Professor. For more information about her training, experience, and research interests, visit her faculty webpage: <http://www.redlands.edu/study/schools-and-centers/school-of-education/meet-our-faculty/angela-clark-taylor/>  
Email: [angela\\_clark-taylor@redlands.edu](mailto:angela_clark-taylor@redlands.edu)

**Rod Goodyear** (Ph.D., Counseling Psychology, University of Illinois at Urbana-Champaign) is a Professor. He is licensed in California as a psychologist. For more information about his training, experience, and research interests, visit his faculty webpage: <http://goo.gl/h7AxsK>  
Email: [rod\\_goodyear@redlands.edu](mailto:rod_goodyear@redlands.edu)

**Ronald Morgan** (Ed.D., Educational Leadership, La Sierra University) is an Associate Professor. He is licensed in California as a Marriage and Family Therapist. For more information about his training, experience, and research interests, visit his faculty webpage: <http://goo.gl/C7Q9Y4>  
Email: [ronald\\_morgan@redlands.edu](mailto:ronald_morgan@redlands.edu)

**Conroy Reynolds** (Ph.D., Marriage and Family Therapy, Loma Linda University) is a Visiting Assistant Professor. For more information about his training, experience, and research interests, visit his faculty webpage: <http://goo.gl/C7Q9Y4>  
Email: [conroy\\_reynolds@redlands.edu](mailto:conroy_reynolds@redlands.edu).

**Hideko Sera** (Psy.D., Clinical Psychology, Adler School of Professional Psychology, Chicago, IL) is Associate Dean and Visiting Associate Professor. [hideko\\_sera@redlands.edu](mailto:hideko_sera@redlands.edu)

In addition to these full time faculty, the program also draws on others who have specific expertise to teach as adjunct (i.e., part time) faculty.

## STUDENT RESOURCES

### **Fieldwork and Advising Office:**

The School of Education's Fieldwork and Advising Office provides academic advising and assists and monitors fieldwork placements.

Location: University Hall North, Office 126

Hours: Walk in and appointments Monday through Thursday, 3:00 to 5:30.

Fieldwork and Advising Director: Margo Drallos

Academic Advisor for last name, A-L : [Kristin\\_Grammer@redlands.edu](mailto:Kristin_Grammer@redlands.edu)

Academic Advisor for last name, M-Z : [Alaine\\_Murphy@redlands.edu](mailto:Alaine_Murphy@redlands.edu)

Credential Analyst: [Alaine\\_Murphy@redlands.edu](mailto:Alaine_Murphy@redlands.edu)

**Program Advisement:** Program faculty are available, of course, to advise and mentor students. The advisors listed above are also available for academic advisement and will assist with student planning throughout the program.

**Field Placement Oversight:** The Fieldwork and Advising Office works with students to secure fieldwork placements and monitor their progress through assigned university supervisors (who also are instructors in EDUC 677) and on-site supervisors.

**Career Placement Services:** The *Fieldwork and Advising Office* assists candidates in applying for career opportunities during and after graduation from the University of Redlands.

### **Electronic Tools and Resources**

**Moodle.** The University of Redlands uses Moodle as its learning management system. There will be a Moodle site for each of the courses students take.

**Email.** All entering students are issued a University of Redlands email account. This is the account to which faculty and staff will send emails and so students are expected to use and check that account regularly.

### **Library**

Lua Gregory ([lua\\_gregory@redlands.edu](mailto:lua_gregory@redlands.edu)) is our School Librarian and is available to assist students with any questions they might have. In addition to its physical library, the University has a substantial – and growing – digital collection. The library and its resources can be accessed at:

<http://library.redlands.edu/home>

## PROGRAM REQUIREMENTS

## **Course Requirements and Suggest Course Sequences**

The following schedule is for students in the two tracks of the masters program and in the PPS credential program. It is depicted for students who will be attending on a full time basis. Students whose circumstances do not permit full time study will adjust their schedule in consultation with one of the program advisors.

Note that courses are provided in three, 12-week terms per year (beginning in September, January, and May), with a break of approximately one month between each.

For more specific information about the schedule and the instructors assigned to teach particular courses: <http://www.redlands.edu/study/schools-and-centers/school-of-education/academics/Course-Schedule/>

		Masters Program			
		Units	K-12 Track	College Track	PPS Credential <sup>1</sup>
<b>Year 1: Fall</b>					
	EDUC 685 PPS: Counseling in Schools	3	●	●	●
	EDUC 601 The Counseling Process	3	●	●	◆
	CMHC 610 Sociocultural Counseling and Intervention	3	●	●	◆
<b>Year 1: Spring</b>					
	EDUC 624 Introduction to College Student Development Theory	3		●	◆
	EDUC 680 Human Development Across the Life Span	3	●		◆
	EDUC 603 Inquiry I: Introduction to Quantitative Research	3	●	●	
	EDUC 653 Theories of Counseling and Psychotherapy	3	●	●	◆
<b>Year 1: Summer</b>					
	CMHC 620 Counseling and Educational Assessment	3	●	●	◆
	CMHC 613 Counseling Law and Ethics	3	●	●	◆
	CMHC 615 Group Psychotherapy and Counseling	3	●	●	◆
<b>Year 2: Fall</b>					
	EDUC 607 Higher Education in the United States: Contexts and Pops <b>OR</b> EDUC 605 Community College Today	3		●	
	EDUC 675 Curriculum and Program Development	3	●		◆
	EDUC 604 Inquiry II: Introduction to Qualitative Research	3	●	●	
	EDUC 677 Supervised Field Work in Counseling <sup>2</sup>	2	●	●	●
<b>Year 2: Spring</b>					
	EDUC 654 Career Development Theory and Practice	3	●	●	◆
	EDUC 655 Counseling Systems	3	●	●	◆
	EDUC 677 Supervised Field Work in Counseling <sup>2</sup>	2	●	●	●
<b>Year 2: Summer</b>					
	EDUC 637 Master's Seminar	3	●	●	
	EDUC 677 Supervised Field Work in Counseling <sup>2</sup>	2	●	●	●
<b>Note.</b> ● = required course; ◆ = course that may be waived if it meets stipulated criteria					
Students in the combined, K-12 and College tracks will take all courses					
Students are required to take three terms of 677: If they continue in a field placement beyond those three terms, they will continue to enroll in 677 for as long as they are in a field work setting					
<sup>1</sup> The PPS program is 39 units. Up to 24 of those units can be waived if they meet equivalency requirements (see elsewhere in the Handbook). PPS students must, though, take at least 15 units of coursework.					

## Field Work

School Counseling students participate in fieldwork experiences that are associated with the EDUC 677 course. This experience begins in the second year of the program for masters students; in the second term of the program for PPS students.

Students will have both an on- site supervisor and a university-based supervisor who also will be instructor for the associated course (EDUC 677). Students have the following requirements:

### ***Masters degree P-12 Track Students and PPS Credential Students***

600 hours of fieldwork:

- 400 hours must be completed in two different P–12 levels.
- 200 hours in a college or a high school-to-college transition setting
- At least 150 hours of the fieldwork experience must be with individuals from a racial, ethnic and cultural background different from that of the candidate.

### ***Masters degree College Track Students***

400 hours of fieldwork:

- 200 in a college setting(s);
- 200 in a high school or high school-to-college transition setting(s)

### ***Masters degree P-12 + College Track Students***

600 hours of fieldwork:

- 400 hours must be completed in two different P–12 levels
- 200 hours in a college or a high school-to-college transition setting
- At least 150 hours of the fieldwork experience must be with individuals from a racial, ethnic and cultural background different from that of the candidate.

Policies and procedures related to the fieldwork experience are described in more elaborated greater detail in a later portion in this *Handbook*.

## **Demonstrating Counseling and Interpersonal Competence**

A graduate program in counseling requires that students develop not only a knowledge of the discipline, but threshold levels of clinical and interpersonal competence. The latter is monitored throughout the program. During the first term, students will take EDUC 601, *The Counseling Process* in which they will be required to earn a grade of at least “B” to progress in the program (the course can be repeated as necessary).

As well, clinical and interpersonal competence is evaluated during field placements by both the faculty who teach EDUC 677 and the field site supervisors.

## **Obtaining a Passing Score on the CPCE Exit Examination**

One graduation requirement is students’ successful completion of the exit examination. For that examination, the School Counseling program uses the Counselor Preparation Comprehensive Examination (CPCE), a national, standardized examination used by hundreds of graduate counseling programs nationally. It is closely related in content and focus to the National Counseling Examination, which many states use to examine candidates for licensure. The CPCE has two purposes. One is to assess student’s knowledge of the field. The other purpose is to provide program faculty with feedback about student knowledge attainment that can be used in further refining the curriculum.

To be eligible for the comprehensive examination, students must have completed all coursework and be in good standing. The examination will be scheduled annually on the third Thursday in August and then possibly on one or two other dates during the year as needed

Students who fail the CPCE will need to set up an appointment with their Counseling Program Chair to develop a study plan prior to signing up to take the CPCE for the second time. After a third failed attempt, program faculty will determine whether the student will be allowed some additional means of documenting program-related knowledge

### Joining Professional Organizations

Students are expected to develop a professional identity through membership in professional associations. These organizations provide professional development opportunities through workshops, seminars, conferences, and professional publications. As well, membership is a statement of adherence to the highest ethical standards and practices in the profession. Discounted student memberships are available in most associations.

Counseling students are especially encouraged to join:

- The American Counseling Association (<https://www.counseling.org/>)

Students in the PPS program or the P-12 track should also consider joining:

The American School Counselor Association (<http://www.schoolcounselor.org>)

The California School Counselor Association (<http://www.schoolcounselor-ca.org>)

Students in the College track should also consider joining:

American College Personnel Association (<http://www.myacpa.org/>)

National Association of Student Personnel Administrators (<https://www.naspa.org/>)

### Program Option: Participation at the Riverside Free Clinic



Although School Counseling students are not required to, they may elect to participate bi-weekly on Wednesday evenings in providing services at the Riverside Free Clinic (RFC), a community based, non-profit organization. The RFC provides mental health medical, pharmacy, and dental services to low income, drop-in clients. More information can be obtained at this URL: <http://www.riversidefreeclinic.com/>

This clinic experience is both an enactment of the program’s commitment to social justice by giving back to their communities and an opportunity to work in a multidisciplinary setting. Students who are interested should contact Professor Janee Both Gragg for details.

## ACADEMIC POLICIES

Students are bound to the policies described in the *University Catalog*

(<http://www.redlands.edu/study/registrars-office/course-catalogs/>) Because of their importance, the following policies also are presented here for students’ ready access.

### Attendance

Students are expected to attend all scheduled meetings of the courses for which they are registered. As the *University Catalog* indicates, students who miss two consecutive class meetings without notifying their

instructor may be administratively dropped from the course. Other consequences may arise as a result of enforcement of the requirements of financial aid programs.

### **Continuous Enrollment**

Students are expected to be continuously enrolled until time of degree completion. During this period, students are encouraged to participate as fully as possible in the intellectual life of their discipline and of the School and University community.

### **Credit Obsolescence**

No course that has been completed more than six years before the date of graduation will be counted toward a University of Redlands graduate degree. It is possible, though, to petition the University to extend that deadline under extenuating circumstance.

### **Leave of Absence**

Graduate students who wish to interrupt their studies through a leave of absence should complete a leave of absence request <http://www.redlands.edu/study/schools-and-centers/school-of-education/student-services/key-student-forms/> and contact School's Field Placement and Advisement Office.

### **Incomplete Grades**

An instructor may submit a grade of Incomplete [I] when coursework is of acceptable quality but has not been finished *because of illness or some other extraordinary circumstance*. Incompletes are not given in the case of poor or neglected work.

The deadline for fulfilling the requirements to remove the incomplete is 8 weeks from the start of the next term. If a grade has not been provided to the Registrar's Office by the deadline, the alternate grade or a 0.0 grade will automatically be posted to the student's transcript.

### **Use of APA Writing Style**

Students are expected to employ APA format in all written documents they produce during the program. APA periodically updates its style manual, with small changes in required style. Students are responsible for using the most current (6<sup>th</sup>) version of the Manual.

A useful primer concerning APA style: <http://owl.english.purdue.edu/owl/resource/560/01/>

### **Information for Students with Disabilities**

School of Education students with a disability, particularly those who will need accommodation for it, should contact Kristin Grammer ([Kristin\\_Grammer@redlands.edu](mailto:Kristin_Grammer@redlands.edu)), sending a copy as well to Margo Drallos ([Margo\\_drallos@redlands.edu](mailto:Margo_drallos@redlands.edu)). Ms. Grammer will be the person in the School who interfaces with the University's Disabilities Services Office. <http://www.redlands.edu/student-life/academic-support-and-disability-services/disability-services/>

### **Comportment and Conduct**

School Counseling students are expected to behave professionally during class, in interactions with other students and faculty, and in contexts in which they reasonably could be understood to be representing the University of Redlands. See the "Student Retention and Remediation Policy" below for a more elaborated list.

Students are held to the University of Redlands School of Education Code of Student Conduct which can be accessed at: <https://goo.gl/UfJrM1> It provides some detail about the standards of behavior that are expected, the processes that are to be followed in the event of a violation (or suspected violation) of those policies, and the sanctions that are possible. (note that you will need to be a current student, with a University of Redlands email account to access it).

### **Academic Honesty**

The School Counseling program follows the academic honesty definitions, procedures, and sanctions presented in the *University Catalog*. It is the responsibility of each student in the program to read these academic policies carefully.

Failure to fully understand the definitions, procedures, and sanctions for violations of academic honesty shall in no case be considered as a defense for the offending student's behavior.

### **Student Retention and Remediation Policies**

Where students enrolled in the program demonstrate significant deficits that impair their ability to achieve the objectives of the program, a plan of remediation may be required to address the situation and maximize the likelihood that students will complete the program successfully.

Remediation can focus on academic performance, but particularly on performance in practicum. This remediation plan can be triggered by:

#### **Issues of Comportment and Ethics**

- Evidence of unprofessional or unethical conduct (from any source: observation by faculty, substantiated reports by other students, substantiated reports by field supervisors)
- Consistent failure to comply with class requirements, including meeting of established deadlines
- Persistent conflict with classmates or colleagues

#### **Issues of Competence**

- Fieldwork site supervisor feedback that the student is not demonstrating expected levels of competence
- Fieldwork course instructors' evaluations that the student is not demonstrating expected levels of competence
- Evidence of emotional, mental or physical issues that places students, clients or others at undue risk of harm

Remediation may include additional class work, repetition of particular courses and practicum experiences. In the case of very serious ethical or professionalism breaches, it is possible that the faculty would move immediately to dismissal

When remediation plans are implemented, the faculty's intent is to maximize the likelihood of the student resolving the identified problems successfully within a time-frame that will be specified in the plan. Should those problems not be resolved at the end of that time frame, students may be dismissed from the program.

### **Grievance Procedures**

Every graduate student has the right to:

- freedom from unfair treatment by faculty or administration,
- due process in the conduct of any proceedings that affect the student’s progress in the program, and
- petition for the redress of grievances without fear of retaliation.

Students in the CMHC program should therefore, be aware of program, School, and University policies intended to protect those rights.

**Disputed Grades.** The University Catalog provides an overview of the process students are to use if they dispute a grade. The most current catalog can be accessed at: <http://www.redlands.edu/academics/course-catalogs.aspx>

**Harassment.** Harassment is conduct that is reasonably perceived as creating an intimidating, hostile, or offensive environment; interfering with an individual's work performance, or access to educational activities and programs; or adversely affects an individual's employment opportunities, or access to educational activities and programs. It can take a variety of forms including, but not limited to: face to face encounters, acts by a third party aimed at the victim, and cyber bullying. Procedures for getting information and support, including the possible filing of grievances can be found at: <http://www.redlandstitleix.com/>

**School or Program Compliance With Disability-Related Legislation.** Any student who believes that there has a specific complaint regarding the University's compliance with disability related legislation should follow the procedures described at this website: <http://www.redlands.edu/student-life/academic-support-and-disability-services/disability-services/grievance-procedure/>

If there is an area other than these in which students believe they have received inappropriate treatment or denied due process, students should consult Dean, Andrew Wall.

## FIELD PLACEMENT REQUIREMENTS

### Student Eligibility for Field Placements

<b>Coursework</b>
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Completion of the following course work or equivalency):

- EDUC 601 (with a grade of at least 3.0 [B])
- EDUC 685
- EDUC 610
- EDUC 653 (may be concurrent enrollment)
- EDUC 680 (may be concurrent enrollment)

<b>Character and Identification Clearance, TB Test, and California Basic Education Skills Test (CBEST)</b>
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All students applying for field work must have the Character and Identification Clearance and show evidence of a current TB test. The CBEST is required for those working in K-12 field sites.

Students will have met these requirements as a condition of admission to the program. Therefore, they should not be a matter of concern at the point at which students are applying for fieldwork. But they are mentioned here as a reminder of their importance.

### **Applying for Field Placement**

The Application to Advance to Fieldwork form and the Counseling Graduate Fieldwork Assignment form must be completed and approved by the University Supervisor that the Office of Field Placement and Advisement will assign, prior to beginning fieldwork hours. Approval forms appear in the Appendix of this handbook and in the Fieldwork and Advising Office.

### **When students are ready to being fieldwork hours, they should:**

- a. Contact their academic advisor in the Fieldwork and Advising Office and then **await contact by their University Supervisor.**
- b. **For PPS/P-12 Counseling:** Obtain the Counseling Graduate Fieldwork Assignment form x(triplicate) from the Fieldwork Office or your University Supervisor.
- c. **For PPS/P-12 Counseling:** Complete the top of the form; meet with the counseling supervisor, principal, and district level designee to obtain signatures on the triplicate form. Submit the form to the University Supervisor for final signature.

**For College Counseling:** Have the counseling site supervisor sign the non-PPS hours form and submit to the University Supervisor for final signature.

- d. Meet with the assigned Counseling Site Supervisor to become oriented to the school (or other setting) and discuss what responsibilities as a school counselor in training.
- e. Inform the assigned Site Supervisor of the responsibilities the program requires students to complete. They should refer to the list of suggested experiences.
- f. Review field placement logs and supervisory evaluation forms with the assigned supervisor.
- g. Determine the day and time to meet with the site supervisor for the documented hour of supervision.
  - This will occur after every 50 hours of complete field experience
- h. Discuss notification procedures in the event of absences from the site.
- i. Discuss with the assigned site supervisor any school or agency policies related to the handling of crisis situations.
- j. Discuss with the Site Supervisor how students, faculty, and parents will address counselors-in-training at the school site (e.g., counseling candidate, Mr. \_\_\_\_, Ms. \_\_\_\_, etc.)

### **Selection of Field Placement Sites**

All field placement assignments must be approved by the Fieldwork and Advising Office.. Candidates may request locations from a referral list located in the Fieldwork and Advising Office. Written approval by the assigned University Supervisor is required before any fieldwork hours may begin and be counted toward fieldwork hour requirements.

Following are the criteria to be used in selecting appropriate field placement sites:

- The site has a qualified supervisor on premise who has at least **two years work experience in counseling** and holds a current Pupil Personnel Services Credential (for PPS credential only);
- The site provides adequate facilities so that the candidate can function at a professional level;
- The site provides an atmosphere in which the candidate can interact with other professionals at the site;
- The site serves a population in which at least 20 percent of the population is of a racial, ethnic, and cultural background different from the candidate's;
- The site provides an opportunity for the candidate to participate in staff meetings and in-service training;
- If a school site: The candidate's son(s) and/or daughter(s) do not currently attend the school.

Please note that:

- a. Field placement at a student's place of employment is strongly discouraged. In rare situations, a student might approved for this circumstance. But that requires first that his or her place of employment is on the approved list of field placement sites and that the site is willing to create a training environment in which clear boundaries are made between work and the training experiences (e.g., different students/clients, supervision by someone other than a person who has line authority).
- b. a few candidates, for one reason or another, will not be able to be accommodated by one of the approved field placement sites. In these circumstances, candidates should discuss their site preferences with their University Supervisor and to review the site for possible approval.

### **Proportion of Field Placement Hours that Are to Be Direct Service**

Approximately 50 percent of fieldwork should be spent providing direct services to clients (depending on the circumstances, a client might be a student or a students' parents). The types of activities that constitute direct service can be found in Appendix D of this document.

The remaining time is to be focused on other professional and administrative responsibilities (i.e. consultation with teachers). It is assumed that the candidate will slowly increase the proportion of time devoted to direct service as they gain training and experience.

### **Supervisor Qualifications**

All Site Supervisors must be pre-approved by the Office of Field Placement and Advisement. The criteria for determining eligibility are as follows:

**P-12 Settings**

The PPS supervisor must:

- Hold a Pupil Personnel Service Credential.
- Have two years successful experience as a PPS Counselor.
- Have worked at least one year in the school wherein the supervision will be conducted
- Provide at least an hour of supervision for each 50 hours of fieldwork completed by the candidate.
- Agree to prepare a written evaluation of the candidate’s performance; done through the University site evaluation form which addresses candidate’s strengths, weaknesses, and activities completed while at that site.
- Attend supervision training provided by the Counseling Fieldwork Coordinator when scheduled.
- Agree to support the training objectives of the University’s counseling program.
- Be skilled in the process of supervising and guiding the skill development of candidates.

**Non PPS Supervisor (Non public school setting)**

he supervisor in non-P-12 settings must:

- Have worked in the setting in which the supervision is taking place for at least one year
- Provide at least an hour of supervision for each 50 hours of fieldwork completed by the candidate.
- Agree to prepare a written evaluation of the candidate’s performance; done through the University site evaluation form which addresses candidate’s strengths, weaknesses, and activities completed while at that site.
- Attend supervision training provided by the Counseling Fieldwork Coordinator when scheduled.
- Agree to support the training objectives of the University’s counseling program.
- Be skilled in the process of supervising and guiding the skill development of candidates.

***University Supervisor/EDUC 677 Instructor***

A University Supervisor will visit the candidate and on-site staff and will, as well, be the instructor for that candidate’s EDUC 677 course.

The object of visits to the sites will be to observe the candidate’s developing counseling skills, and to support the site-supervisor in the implementation of university training objectives. University Supervisors also will advise the Program Coordinator and the Director of Fieldwork and Advising of any concerns that arise in the supervisor/supervisee relationship. In addition, they will evaluate candidates’ counseling skills, identify areas of needed work, and provide guidance for the candidate to develop competency in state and national standards.

**Documenting Field Placement Experience**

It is the responsibility of each Counseling Candidate to maintain accurate records regarding the completion of field placement experiences. Your University Supervisor is available to answer any questions and to assist candidates in documenting all areas of learning during graduate studies and fieldwork. The original field placement documents will be signed by the PPS Supervisor and submitted to your University Supervisor for

verification. The documents are retained by the University of Redlands in the candidate's permanent file. *Candidates are to make and keep copies of all submitted documents.*

## **APPENDIX A: Application to Advance to Field Work**



### Application to Advance to Fieldwork

**Instructions:** Complete all information, sign the form, and submit it to your University Supervisor for approval **prior** to beginning field placement experience. I understand and agree that I may not begin fieldwork hours until approved by my University Supervisor and acknowledge that any hours completed prior to approval will not be considered fieldwork hours. **Candidate Initial** \_\_\_\_\_

**Candidate's Name** \_\_\_\_\_ **Student ID#** \_\_\_\_\_

**Address** \_\_\_\_\_

**Phone: (Home)** \_\_\_\_\_ **(Work)** \_\_\_\_\_

<p><b>Potential Site #1</b></p> <p><b>Address</b></p> <p><b>Phone</b></p> <p><b>Site supervisor</b></p>
<p><b>Potential Site #2</b></p> <p><b>Address</b></p> <p><b>Phone</b></p> <p><b>Site supervisor</b></p>
<p><b>Potential Site #3</b></p> <p><b>Address</b></p> <p><b>Phone</b></p> <p><b>Site supervisor</b></p>

*Please complete and attach evidence of the following:*

\_\_\_\_\_ CBEST passed

\_\_\_\_\_ Certificate of Clearance

\_\_\_\_\_ TB Test

\_\_\_\_\_ **Verification of completion of the following course work (obtained from web advisor):**  
     EDUC 601 The Counseling Process (w/ at least a 3.0 [B])  
     CMHC 610 Sociocultural Counseling and Intervention  
     EDUC 685 : Counseling in Schools

\_\_\_\_\_ **Completed or began attending the following course work (verification obtained from web advisor):**  
     EDUC 653 Theories of Counseling & Psych  
     EDUC 680 Human Development (or, for College Track, EDUC 624 Introduction to College Student Development Theory)

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_  
                     Candidate Signature

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_  
                     University Supervisor

*\*I have verified prerequisites and approved this student's Field Placement request as described above.*

## **APPENDIX B: Field Placement Log**



### FIELD PLACEMENT LOG

Name of Candidate \_\_\_\_\_

Site Name \_\_\_\_\_

Site Address \_\_\_\_\_ Site phone \_\_\_\_\_

University Supervisor \_\_\_\_\_

Site Supervisor \_\_\_\_\_ Credential/License # \_\_\_\_\_

Elementary \_\_\_ Middle \_\_\_ High School \_\_\_ Community College \_\_\_ University \_\_\_

Other \_\_\_

Date	Field Experience						SPECIFIC DESCRIPTION OF COUNSELING DUTIES	Hours
	Individual CN - personal	CN - Academic & Vocational	Group CN	Consultation Skills	Additional Experiences	<i>*Use Field Placement Experience List to specify each field activity</i>		

<b>Total # by category =</b>							<b>Total Hours =</b>

On-site Supervisor Signature \_\_\_\_\_ University Supervisor Signature \_\_\_\_\_



**FIELD PLACEMENT LOG/SAMPLE**

Name of Candidate \_\_\_\_\_

Site Name \_\_\_\_\_

Site Address \_\_\_\_\_ Site phone \_\_\_\_\_

University Supervisor \_\_\_\_\_

Site Supervisor \_\_\_\_\_ Credential/License # \_\_\_\_\_

Elementary \_\_\_ Middle \_\_\_ High School \_\_\_ Community College \_\_\_ University \_\_\_  
Other \_\_\_\_\_

Date	Field Experience <i>*Use Field Placement Experience List to specify each field activity</i>					SPECIFIC DESCRIPTION OF ACTIVITIES	Hours
	Individual CN - personal	CN – Academic & Vocational	Group CN	Consultation Skills	Additional Experiences		
5/13/08	1, 12					Student w/ divorced parents; shared feelings & wishes that parents would remarry; set follow up	1
6/20/08		6, 10				Reviewed potential retention w/student & discussed alternative education	3

6/22/08	1	6				Referred student to Pacific Clinics; worked with student transitioning to continuation school	2
						<b>SAMPLE ENTRIES</b>	
<b>Total # by category =</b>	2	2				<b>Total Hours =</b>	6

## **APPENDIX C: Field Placement Supervision Agreement**



**FIELD PLACEMENT SUPERVISION AGREEMENT**

Candidate's Name \_\_\_\_\_

Site \_\_\_\_\_

Site Supervisor's Name \_\_\_\_\_

Site Address \_\_\_\_\_

Phone \_\_\_\_\_

I agree to provide on-site professional supervision in Counseling for:

Number of hours to be completed at this site: \_\_\_\_\_

Fieldwork will begin on \_\_\_\_\_ and be completed by \_\_\_\_\_

I hereby certify that I: (*initial* each line)

\_\_\_\_\_ Have worked in the setting in which supervision is taking place for at least one year.

\_\_\_\_\_ Will provide counseling candidates a minimum of one hour individual supervision for every fifty hours of fieldwork.

\_\_\_\_\_ The counseling candidate will have access to me during the week whenever the need arises.

\_\_\_\_\_ Will provide written evaluations of counseling candidate's counseling skills every 50 hours (*evaluation form provided*).

Signed: \_\_\_\_\_ Date \_\_\_\_\_  
Site Supervisor

Signed: \_\_\_\_\_ Date \_\_\_\_\_  
University Supervisor

*I authorize and approve this Supervisor's assignment to supervise the student listed above.*

## **APPENDIX D: Field Placement Experiences**

**\*FIELD PLACEMENT EXPERIENCES\***

<p><b>INDIVIDUAL COUNSELING - PERSONAL</b>          Individual Assessment, Scheduling and Referral          Cross-Cultural Counseling          Learning Disabled Students          Anger Management Situation          Substance Abuse          Shyness or Social Withdrawal          Academic Failure          New Student to School Site (Transition Issues)          Gang-affiliation          Gifted Student          Physically Challenged          Child of Divorce          Child Abuse          Child from Substance-Abusing Family          Depressed Student          Student with History of Retention          Student Athlete          Conflict Resolution          Referral for Services Outside School Setting          Truancy or Student Attendance Review Board (SARB)</p>	<p><b>GROUP COUNSELING</b>          Co-Leading a Counseling Group          Organizing a New Group          Facilitating Group Counseling          Problem-Solving with Teachers          Intervention in a Group Session          Managing Problem Behaviors in Group          Ethics and Group Counseling          Parent Permission for Group Counseling          Cross-Cultural Issues          Leading a Workshop</p>
<p><b>COUNSELING - ACADEMIC AND VOCATIONAL</b>          Assessment/Testing – Academic Skills          Testing English Language Ability          Career Interest and Inventories          Scholarship Counseling          Working with Information Systems – Provocation and Vocational          Counseling Under-Achieving Students (Academic Probation)          College Prep Class Scheduling          Work Experience Counseling          College Board Tests – PSAT, SAT, CSET, CBEST, GRE, ACT, etc.          Referrals to Alternative Education (Continuation, Pregnant Minors, etc.)          Grade Level Counseling/Scheduling (Freshman, Sophomore, etc.)          Two – Four Year Academic Planning          Transfer Admission Agreements (TAG)          Academic Advising          Graduation Assessment Plans          Other Post-Graduate Preparations          Transcript Review</p>	<p><b>CONSULTATION SKILLS</b>          Teachers          Parents, Guardians and Significant Others          Classified/Certificated Staff          Collaboration with other Schools          Community Services          Other Professionals          Developing In-Service or Staff Training          Presenting In-Services          Cross-Cultural Consultation</p> <p><b>ADDITIONAL IMPORTANT EXPERIENCES</b>          Career Counseling          Developing New Pupil Personnel Services          Participating in Individual Educational Plan (IEP's)          Participating in Student Study Teams (SST's)          Assisting in Grant-Writing          Curriculum Development          Assisting in Program Administration          Parent Conferences regarding Report Cards          Parent Conferences Regarding Suspension, Expulsion, etc.          Field Trips, Career Fairs, Assemblies, Workshops, Conferences, and other Special Activities          Preparation of Master Schedule, student schedules          Service Learning          Gear Up Participation          Think Together Participation</p>

*\*Students **MUST** complete at least two (2) experiences from each category while meeting all required hours.*

