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Fieldwork Handbook

School Counseling Program

**University of Redlands
Department of Counseling and Human Services**

2023-2024



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Introduction

Fieldwork experiences are an important part of the University of Redlands' School Counseling program and its students (hereafter referred to as 'candidate'). The school counseling program is housed within the School of Education at the University of Redlands. Candidates will engage in practical, relevant, and meaningful fieldwork experiences across academic, career, and social emotional domains of development. Fieldwork is a candidate's opportunity to observe the workings of fieldwork sites, apply the knowledge gained in the classroom, and continue to develop a style as a school counselor in Pre-K-12 or college settings. Fieldwork experiences also provide candidates with evaluative feedback on knowledge, attitudes, and skills regarding their development as a school and/or college counselor.

During fieldwork experiences, candidates are expected to become involved in direct student services such as individual and group counseling, core curriculum lessons, or academic advising sessions. Additionally, candidates are expected to engage in indirect services such as making referrals and collaboration with other stakeholders in the school and community. Overall, candidates are expected to assume a broad spectrum of school and/or college counseling functions that span across three domains (academic, career, and social emotional). Candidates are also expected to work with a diverse population of counselees. As much as possible, candidates are asked to participate in work activities that are similar to those of the Site Supervisor.

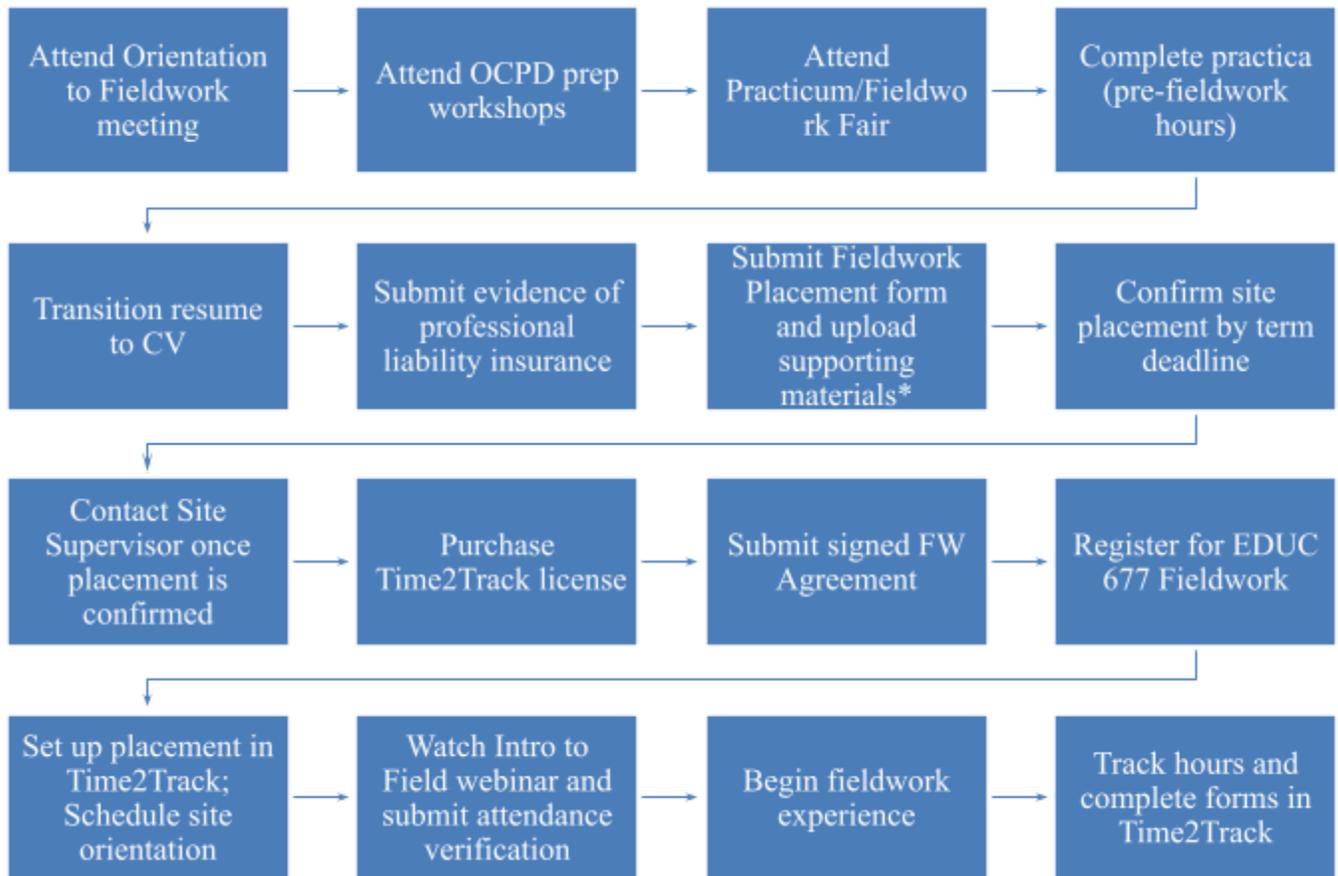
In the School of Education at the University of Redlands, both the school counseling program and Office of Licensures and Credentialing (OLC) encourage candidates to take full advantage of their fieldwork experiences which are critical for their development. Candidates are expected to enter these experiences with an open mind, ready to learn from those providing guidance to them, and with a commitment to challenge themselves to further develop their counseling skills. This is also the time for candidates to consider which population they are most interested in working with in the role of school and/or college counselor. While fieldwork experiences in Pre-K-12 settings align with regulations of the California Commission on Teacher Credentialing (CTC) and college experiences align with expectations outlined by the California Community College Council, candidates are strongly encouraged to immerse themselves in the hands-on learning processes – learning beyond what's simply required is essential for professional and personal growth.

This Fieldwork Handbook is designed to provide candidates with clarification and guidance regarding the fieldwork experience including eligibility to advance, deadlines, placement process, supervision, evaluation, and ethical obligations. All materials pertaining to the fieldwork experience including forms and deadlines are posted to the [School Counseling Current Student Webpage](#). Candidates enrolled in the school counseling program have access to the webpage and are strongly encouraged to review it frequently throughout their time in the program. Candidates upload various fieldwork materials as verification of these forms are necessary to ensure advancement to fieldwork, program completion, and credential recommendation.

If candidates have questions regarding fieldwork, they are encouraged to contact their advisor aligned to the school counseling program. See Appendix B for important dates related to fieldwork for the 2023-24 academic year.

Fieldwork Progression Graphic†

Below is a visual representation of the process candidates engaging in to prepare for the fieldwork component of the school counseling program.



†Refer to Appendix B for the fieldwork timeline for AY 2023-24.

*Candidates submit a Fieldwork Placement Form for each site/term of fieldwork. Candidates may be at up to two sites per term, for a max of 400 hours total.

Pre-requisites to Fieldwork

Candidates are required to start fieldwork in the fourth term of the program (2nd Fall term), but candidates may begin their fieldwork experience as early as the third term (1st Summer term). Before advancing to fieldwork, candidates should first consult with their [Student Financial Services Coordinator](#) regarding the impact of unit load. Candidates who are solely pursuing a Pupil Personnel Services (PPS) School Counseling credential work with their advisor to determine when fieldwork will begin. Candidates ***must have the following completed*** to advance to fieldwork:

1. Successful completion of the following course work (or approved equivalency): EDUC 601 (with a grade of at least 3.0), CMHC 610; and EDUC 685 (review the University Catalog regarding what constitutes ‘passable’ grades in graduate school).
2. Proof of Professional Liability Insurance
 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 at little to no additional cost outside membership fees. Membership is a statement of adherence to the highest ethical standards and practices in the profession. Discounted student memberships are available in most associations. School counseling students are required to join one national professional organization upon entrance into the program.

Students in the Pre-K-12 track are required to join the American School Counselor Association (ASCA; <http://www.schoolcounselor.org>). Note that student membership in ASCA automatically provides professional liability insurance, which is ***required for fieldwork***. Students in the Pre-K-12 track should also consider joining other organizations such as:

- The California Association of School Counselors (CASC; <http://www.schoolcounselor-ca.org>)
- The American Counseling Association (ACA; <https://www.counseling.org/>)

Students in the College track are required to join the American Counseling Association (ACA; <https://www.counseling.org/>). Note that student membership in ACA automatically provides professional liability insurance, which is ***required for fieldwork***. Students in the College track should also consider joining other organizations such as:

- ACCA (American College Counseling Association; <http://www.collegecounseling.org/>)
- American College Personnel Association (ACPA; <http://www.myacpa.org/>)
- National Association of Student Personnel Administrators (NASPA; <https://www.naspa.org>)

This is not an exhaustive list of professional organizations associated with school counseling. There are countless professional organizations in which students can join that attend to one’s specific interests. Students are encouraged to explore other organizations not listed once they have joined ASCA or ACA.

In order to advance to fieldwork, ***candidates must have proof of individually***



contracted/purchased professional liability insurance. Candidates provide evidence of their coverage when submitting their Fieldwork Placement Form and maintain coverage throughout the fieldwork experience. ASCA offers professional liability coverage at no additional cost to all professional (non-contract) and student ASCA members attending or working at U.S. based schools. ACA offers professional liability coverage at no additional cost beyond their membership to master’s degree students. Visit the specific association for additional membership and application information.

3. A valid Certificate of Clearance for the entirety of fieldwork.
4. A negative TB test valid for the entirety of fieldwork.

5. Practica Hours

Candidates must accumulate a minimum of one hundred (100) clock hours of practica experiences. Practica must be completed by candidates in order to be eligible to advance to fieldwork and must be finished prior to starting the EDUC 677A course. A portion of these hours will be completed through coursework in the School Counseling program. These activities are intended to enhance candidates’ academic knowledge and clinical skills.

Course	Activities	Hours
EDUC 601: The Counseling Process	Peer-to-peer counseling (in-class role-play) Video 1, 2, 3 and Reflections	20
EDUC 685: Foundations of School Counseling	School counselor informational interview Core Curriculum Presentation (classroom lesson teaching) Conference proposal and presentation	20
CMHC 615: Group Psychotherapy and Counseling	Group counseling facilitation and experience	10
CMHC 610: Sociocultural Counseling and Interventions	Community engagement project	15
CMHC 692: Crisis Intervention Counseling	Counseling skills role-plays Personal self-care plan presentation	15
Total		80

The remaining 20 hours are the candidate’s choice and are the only hours that need to be logged. The number of hours for each activity will vary according to the length of the activity. When determining how to earn the remaining 20 hours, candidates are expected to choose activities that foster their academic, career, and/or social emotional development. The table below lists examples of possible experiences that count toward these remaining 20 hours of experiences, including University of Redlands (UofR) affiliated experiences and experiences not affiliated with the UofR. Candidates are prohibited from engaging in activities during practica that would be considered direct, meaning candidates are not to conduct assessments, provide individual or group counseling, etc. as they are not yet assigned to a site and/or under supervision by a site supervisor. For ethical reasons and to ensure adequate preparation, candidates will only conduct indirect activities prior to advancing to



fieldwork. See this handbook for more information about which activities qualify as direct and indirect hours. If candidates have questions about what qualifies as practica hours, they need to contact the School Counseling Program Coordinator before making assumptions and counting these hours.

UofR Affiliations	Possible Practica Activities
Office of Career and Professional Development (OCPD)	Personal or career assessment Personal career counseling experience
Counseling Center	Personal individual counseling experience Personal group counseling experience

Organization Name	Possible Practica Activities
Various organizations	Volunteering for community service programs who serve children and families
Various schools	Working in school-based programs serving parents and family members
Various schools	Shadowing a school counselor, observing classroom instruction, attending district and school-based meetings, or mapping school-based community resources

Candidates will track the remaining 20 practica hours using the Practica Log Sheet available via the [School Counseling Current Student Webpage](#). Candidates are responsible to submit their practica hours for verification and approval by the School Counseling Program Coordinator. **All practica hours must be completed and the log sheet completed, signed by the candidate, signed by the program coordinator, and submitted before advancing to fieldwork. Candidates [submit the approved practica log](#) as part of the Advance to Fieldwork process. Refer to Appendix B for fieldwork deadlines.**

Fieldwork Requirements

Each of the University of Redlands’ school counseling program tracks (Pre-K-12, College, Combo) has a fieldwork component. The required number of fieldwork hours vary based on the candidate’s track and catalog year:

Pre-K-12 Track

For candidates that started their program prior to Fall 2021: A minimum of six hundred (600) clock hours in public school settings at two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours at each level. At least four hundred (400) clock hours must be completed in public school settings with Pre-K-12 pupils. Two hundred (200) of the six hundred (600) clock hours may be completed in settings other than public schools. Candidates are eligible to earn counseling related fieldwork hours in a community-based setting upon completion of EDUC 677B.

For candidates that started their program in Fall 2021 and beyond: A minimum of eight hundred (800) clock hours in public school settings at two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours at each level. Two hundred (200) of the eight hundred (800) clock hours may be completed in settings other than public schools. At least six hundred (600) clock hours must be completed in public school settings with Pre-K-12 pupils. Candidates are eligible to earn counseling related fieldwork hours in a community-based setting upon completion of EDUC 677B. As part of the required fieldwork hours, candidates that started their program in Fall 2021 and beyond must complete at least 100 hours of field experience in each of the following areas: Social/Emotional, College/Career, and Academic.

ALL candidates must ensure one hundred fifty (150) of their clock hours are devoted to issues of diversity. Hours may be satisfied by working with counsees of diverse backgrounds including socioeconomic disadvantaged, linguistically diverse, counsees who are housing insecure, counsees who are current/former foster youth; counsees with disabilities (e.g., IEP and Section 504 plans), counsees experiencing issues related to academics or misconduct (e.g., suspension or expulsion from school), counsees who identify as LGBTQ+, counsees who hold historically minoritized racial and ethnic identities; and understand the impact of institutional, local, state, and federal policies for counsees of diverse backgrounds. Candidates track their diversity hour requirement via Time2Track.

Candidates who are seeking the School Counseling credential only program may request consideration of their previous fieldwork experience (up to 200 clock hours) towards their fieldwork requirement, provided the activities align to the field of counseling. If approved, candidates may transfer in their fieldwork support course to satisfy EDUC 677A (2 units). Candidates who wish to have their fieldwork and coursework reviewed should contact the School Counseling Program Coordinator. Candidates who are approved to transfer in units to satisfy the EDUC 677A course are responsible to initiate a transfer credit request via a [Modification of Program Requirements form](#).

College Track

For candidates that started their program prior to Fall 2021: A minimum of four hundred (400) clock hours are required with a minimum of two hundred (200) clock hours in a college setting (community college or university). It is recommended that candidates pursuing the college track conduct two hundred (200) clock hours in a high school or a high school-to-college transition setting. Candidates may conduct hours at the same institution provided they are earned at two different offices or departments within the institution.

For candidates that started their program in Fall 2021 and beyond: A minimum of six hundred (600) clock hours are required at a minimum of two different sites. Four hundred (400) of the 600 clock hours must be in a college setting (community college or university). It is recommended that candidates pursuing the college track conduct two hundred (200) clock hours in a high school or a high school-to-college transition setting. Candidates may conduct hours at the same institution provided they are earned at two different offices or departments within the institution. As part of the required fieldwork hours, candidates that started their program in Fall 2021 and beyond must complete at least 100 hours of field experience in each of the following areas: Social/Emotional, College/Career, and Academic.

ALL candidates must ensure one hundred fifty (150) of their clock hours are devoted to issues of diversity. Hours may be satisfied by working with counselees of diverse backgrounds including socioeconomic disadvantaged, linguistically diverse, counselees who are housing insecure, counselees who are former foster youth; counselees with disabilities, counselees experiencing issues related to academics or misconduct, counselees who identify as LGBTQ+, counselees who hold historically minoritized racial and ethnic identities; and understand the impact of institutional, local, state, and federal policies for counselees of diverse backgrounds. Candidates track their diversity hour requirement via Time2Track.

Combo Track

For candidates that started their program prior to Fall 2021: A minimum of six hundred (600) clock hours are required in public school settings at two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours at each level. At least four hundred (400) clock hours must be completed in public school settings with Pre-K-12 pupils. Two hundred (200) of the six hundred (600) clock hours must be in a college or a high school-to-college transition setting.

For candidates that started their program in Fall 2021 and beyond: A minimum of eight hundred (800) clock hours are required in public school settings at two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours at each level. Two hundred (200) of the eight hundred (800) clock hours must be in a college or a high school-to-college transition setting. At least six hundred (600) clock hours must be completed in public school settings with Pre-K-12 pupils. As part of the required fieldwork hours, candidates that started their program in Fall 2021 and beyond must complete at least 100 hours of field experience in each of the following areas: Social/Emotional, College/Career, and Academic.

ALL candidates must ensure one hundred fifty (150) of their clock hours are devoted to issues of diversity. Hours may be satisfied by working with counselees of diverse backgrounds including socioeconomic disadvantaged, linguistically diverse, counselees who are housing insecure, counselees who are current/former foster youth; counselees with disabilities (e.g., IEP and Section 504 plans), counselees experiencing issues related to academics or misconduct (e.g., suspension or expulsion from school), counselees who identify as LGBTQ+, counselees who hold historically minoritized racial and ethnic identities; and understand the impact of institutional, local, state, and federal policies for counselees of diverse backgrounds. Candidates track their diversity hour requirement via Time2Track.

Fieldwork Experiences

Candidates may count a maximum of 400 fieldwork hours each term. Candidates arrange their fieldwork schedule with their Site Supervisor. It is suggested that candidates allow a minimum of 15 hours per week to earn at least 200 fieldwork hours during the 14-week term. Candidates are allowed to earn fieldwork hours at a maximum of two sites per term. Candidates who are unable to finish all required hours while enrolled in EDUC 677 A/B/C will be required to enroll in EDUC 677D each term until the hours are complete. Note that EDUC 677D is not included in the program pathway, therefore, this course adds fees to the quoted cost of the program.

Candidates are encouraged to work with Financial Aid Services if they are required to enroll in EDUC 677D.

It is required that fifty percent (50%) of the candidate's overall fieldwork hours be direct contact hours (e.g. 300 direct of the 600 overall; 400 direct of the 800 overall). It is highly recommended that candidates earn 50% direct at each site. The following explains the difference between direct and indirect contact hours.

Direct Contact Hours

In general, direct contact hours include any activity that is student, family, or caregiver facing. Examples of direct contact hours: individual counseling, group counseling, classroom core curriculum lessons, administering assessments or standardized tests, leading webinars and/or consulting with teachers, counselors, administrators, parents, guardians, etc. provided these activities relate to counselees' social/emotional, academic, and/or college/career needs.

Indirect Contact Hours

Indirect contact hours include any activity related to counseling functions that are not student, family, or caregiver facing. Examples of indirect contact hours: orientation, supervision hours, record keeping, filing of records, planning sessions, attending in-services, and attending conferences*.

These are just a few examples of direct and indirect contact hours. Each site may have its own unique activities that do not fall neatly into one or the other category. If there is a question about how to categorize an activity, candidates should consult with their Site Supervisor and their EDUC 677 instructor. For a list of suggested fieldwork experiences, visit the [School Counseling Current Students Webpage](#).

*With approval from the site supervisor, candidates may attend professional conferences and count up to a maximum of 10 indirect hours towards fieldwork.

Choosing a Fieldwork Site

Candidates are expected to explore possible fieldwork sites with their advisor and faculty early in the program. The first term of the program is not too early to begin thinking about preferences for a fieldwork site. In collaboration with their advisor, candidates will decide the start time for fieldwork (the third or fourth term of the program) based on their program of study.

For all tracks, candidates must be supervised by a counselor at the fieldwork site and ensure they meet the qualifications to be a Site Supervisor. The school counseling program at the University of Redlands requires a Site Supervisor to possess a minimum of a master's degree in counseling or a related field, a valid PPS School Counseling credential (Pre-K-12 settings only), two years of post-master's experience as a counselor, and one year of employment at the site. Ideally, Site Supervisors will be actively involved in national professional associations and organizations such as ACA, ASCA, ACCA, ACPA, NACADA or NASPA or regional organizations such as the California Association of School Counselors (CASC) as involvements in these professional organizations can provide information related to current professional standards of behavior and practice.

Candidates identify potential Pre-K-12 fieldwork sites based on the list of partnering school districts and charter organizations listed on the [School Counseling Current Students Webpage](#). Candidates seeking a Pre-K-12 site for an upcoming term indicate their preference for school district/charter organization and level (elementary, middle, high) via the School Counseling Fieldwork Placement Form. The OLC will then request a Site Supervisor/school site from the school district or charter organization. The school district/charter organization is responsible for assigning the Site Supervisor/school site. Unless otherwise indicated by the Office of Licensures and Credentialing, **CANDIDATES ARE NOT TO CONTACT SCHOOL DISTRICTS AND/OR MAKE THEIR OWN PRE-K-12 SITE ARRANGEMENTS.**

For college-level or community-based sites, it is important for candidates to consider their areas of interest and find a site that aligns to their goals. A list of programs and services that align to college counseling is available on the [School Counseling Current Students Webpage](#). Once candidates identify a college or community-based fieldwork site, they work with the Office of Licensures and Credentialing to confirm the institution or organization is an approved fieldwork partner.

Unlike Pre-K-12 sites, candidates interested in college-level or community-based sites may initiate the placement process. However, the field site exploration process may involve working with their advisor and other professional development constituents on campus to learn about and enhance skills related to communicating with field experts and administrators at college and community-based sites. Candidates pursuing these settings will work with their advisor and consider these questions for a potential placement: Can the candidate accrue the required number of direct contact hours? Is it possible to earn the total number of required hours during the term? Is there a Site Supervisor who meets the requirements including weekly supervision for the candidate?

Despite a candidate's interest in a site, new partnerships for fieldwork can only be jointly agreed to by the prospective district/institution and the OLC, or the partnership will not be established. All fieldwork partnerships require a formal Memorandum of Understanding (MOU) between the University of Redlands and the site. The signing of an MOU takes additional time, as they are often subject to legal review. As such, all new partnerships require that the MOU is signed by the partner no later than one week prior to the opening day of self-registration for the upcoming semester. Refer to the [academic calendar](#) for specific dates. MOUs that are not signed by the partnering organization by the established deadline will result in the candidate delaying their placement at that site until a subsequent semester.

Advancing to Fieldwork

The following is a description of the process for advancing to fieldwork:

- **Complete all pre-requisite courses**
- **Complete practica experiences**
- **Attend mandatory fieldwork meetings and view mandatory webinars**
A mandatory Orientation to Fieldwork webinar is available early in the first term of the

program to orient candidates to fieldwork. Candidates who will be in the field can also attend an optional fieldwork advising session at the start of each term to review fieldwork policies and any updates to procedures.

- **Attend fall term professional development workshops**

Professional development workshops are offered by the Office of Career & Professional Development (OCPD) office on various topics to prepare candidates for the Practicum Fieldwork Fair and advancement to fieldwork.

- **Attend the Practicum Fieldwork Fair**

Each year, the OLC partners with the counseling program coordinators to host a Practicum Fieldwork Fair. First year candidates are expected to attend the Fair.

Submitting a School Counseling Fieldwork Placement Form

Fieldwork placements are generally offered during fall, spring, and summer terms. Summer placements in Pre-K-12 settings are extremely limited. College-level and community-based placements require advance coordination and/or application. **In all instances, candidates are required to follow the below steps regarding fieldwork and submit all required materials by the stated deadline:**

1. Curriculum Vitae (CV)

Candidates transition their resume to a Curriculum Vitae (CV) in the first term of their program and update it throughout their program. The Office of Career and Professional Development (OCPD) at the University of Redlands is available to consult with candidates regarding CV style and content. Candidates are expected to update their CV each term with relevant coursework/experience and before submitting a placement request form. If the candidate is seeking a college-level or community-based fieldwork site, a copy of their CV is provided upon inquiry/application.

3. School Counseling Fieldwork Placement Form

All candidates who plan to conduct fieldwork must complete and submit a [School Counseling Fieldwork Placement Form\(s\)](#) for each level/placement by the stated deadline for the upcoming term. Candidates may pursue up to two sites per term.

Candidates that decide to pursue a second site after the academic term has started should connect with their advisor and Office of Licensures and Credentialing.

Candidates pursuing a **Pre-K-12 setting** will indicate their preference related to school district/charter organization and fieldwork level (elementary, middle, high school) as well as their weekly availability. The OLC will attempt to request a placement with the desired district/level. As often as possible, candidate preference will be considered when requesting the placement. If a placement is not available at the preferred district/charter, the OLC will contact the candidate for additional preferences. Unless otherwise indicated by the Office of Licensures and Credentialing, **CANDIDATES ARE NOT ALLOWED TO CONTACT DISTRICTS OR COORDINATE PRE-K-12 PLACEMENTS.**

Candidates pursuing **college-level or community-based fieldwork sites** work directly with the Office of Licensures and Credentialing to arrange their self-placement. Candidates are eligible to earn counseling related fieldwork hours in a community-based setting upon

completion of EDUC 677B. As candidates explore options for college-level and community-based fieldwork sites, it is important that they inquire about the process and timeline for placement as well as confirm the prospective Site Supervisor meets the eligibility requirements for supervision. Once a prospective site is confirmed as meeting the eligibility requirements, candidates **submit a [School Counseling Fieldwork Placement Form\(s\)](#) by the deadline for the upcoming term.**

Submissions of the School Counseling Fieldwork Placement Form are reviewed by the OLC team soon after the deadline. For candidates seeking a Pre-K-12 placement, the OLC will notify the candidate as soon as the school district/charter organization confirms the placement. If additional application materials or intern training (e.g., background check, volunteer application, etc.) are required by the district/charter, the candidate will be notified. If the Pre-K-12 placement is not confirmed by the school district/charter organization within 2 weeks prior to the start of the term, the OLC will collaborate with the candidate to secure an alternate placement, if available. Placements are competitive and not guaranteed.

Candidates pursuing a college-level or community-based placement have until the stated deadline on the [School Counseling Current Student Webpage](#) to finalize their college-level or community-based placement.

Final Steps Before Beginning Fieldwork

Once the fieldwork placement is confirmed by the site, the candidate is responsible to initiate steps to finalize the placement by the stated deadline for the term, including:

- **Fieldwork Site Agreement**

This is the formal agreement between the OLC and the fieldwork site, which outlines the expectations and responsibilities of the OLC, the Site Supervisor, and the candidate.

The school counseling candidate is responsible to review the agreement, complete page 1, sign below, and secure their site supervisor's signature. The candidate then OLC by the [stated deadline](#) for the upcoming term. All forms and deadlines can be found on the [School Counseling Current Student Webpage](#). The candidate will be notified once their fieldwork agreement is approved by the OLC. The candidate is not permitted to count fieldwork hours with the site, including orientation or training, without a signed agreement approved by the OLC.

Candidates who wish to extend their existing placement into a subsequent term are required to submit a new fieldwork agreement by the stated deadline.

Note, if the candidate is new to the fieldwork experience, they must wait until their EDUC 677A fieldwork support course starts to begin hours at the site, including training or orientation.

*Candidates who wish to earn fieldwork hours prior to the start of EDUC 677A must contact the School Counseling Program Coordinator to request to commence hours early. The

candidate is not to commence hours with the site, including orientation or training, without a fully executed agreement approved by the Office of Licensures and Credentialing.

- **Fieldwork Site Orientation**

Candidates are expected to professionally connect with their Site Supervisor prior to the start of each fieldwork experience and are expected to participate in a site orientation and other site-specific requirements, the first time they are placed at a new site, before seeing counselees. This orientation/information session will enable the candidate to become acquainted with other stakeholders at the site and will provide a necessary site protocols and procedures. Candidates are required by the OLC to go through proper orientation/information session at their sites before starting any fieldwork hours.

- **Purchase a Time2Track License**

Candidates use the cloud-based Time2Track system to track their fieldwork hours. The annual cost for a Time2Track license is \$99.00. Candidates purchase their annual license once their first fieldwork placement is confirmed. Licenses are available for purchase via the [UofR shopping cart link](#). Once payment is received, additional information regarding account set up and links to training videos will be sent to the candidate's University email, including the authorization key needed to activate the Time2Track subscription. Upon receipt of the candidate's signed Fieldwork Agreement, the Office of Licensures and Credentialing will provide the Site Supervisor with a complimentary Time2Track account to view/approve candidate's fieldwork hours and complete evaluations.

- **Enroll in an EDUC 677A/B/C/D Fieldwork section**

Candidates must concurrently enroll in an EDUC 677A/B/C/D Fieldwork course each term during which they are conducting fieldwork hours. Enrollment in the fieldwork support course is dependent on the number of terms the candidate has been in the field (677A = first term, 677B = second term, and 677C = third term). An EDUC 677D course is available for candidates that extend beyond three terms of fieldwork. Note that EDUC 677D is not included in the program pathway, therefore, this course adds fees to the quoted cost of the program. Candidates are encouraged to work with Financial Aid Services if they are required to enroll in EDUC 677D.

If the candidate does not have a confirmed fieldwork placement for the term, they cannot enroll in EDUC 677 A/B/C/D.

- **Earning and Tracking Fieldwork Hours**

Candidates are expected to log all direct/indirect, domain, and diversity clock hours conducted at the site via Time2Track. The Time2Track software has both a desktop and mobile friendly format for logging hours. Candidates are required to utilize Time2Track's tag feature when logging activities to track the various training topics/domains and/or counselee needs/accommodations. Information regarding the tag features in Time2Track are available at: <https://support.time2track.com/article/221-using-client-tags>

Candidates submit logged hours for approval by their site supervisor on a recurring basis



(e.g., weekly, bi-weekly, etc.). Candidates may earn hours between terms provided they have completed EDUC 677A and are under an approved site agreement. All hours must be approved by the candidate's site supervisor in Time2Track by the day preceding the start of the next term.

Candidates who wish to continue earning hours at their existing site after the start of the new term must have an updated agreement approved by the OLC by the deadline and enroll in the corresponding EDUC 677 A/B/C/D course. In such cases, the candidate is responsible to set the placement up in Time2Track under the new term. Candidates are responsible to set goals and be evaluated if they anticipate extending past the add/drop deadline for the term.

Candidates that complete their fieldwork hours by the add/drop deadline for the term may drop their EDUC 677 A/B/C/D course (note, advisor assistance is needed for add/drop after the self-registration period closes). Candidates who have completed their EDUC 677 A/B/C requirement but have unique circumstances related to their fieldwork hours should contact the School Counseling Program Coordinator.

Candidates are strongly encouraged to save pdf copies of candidate individualized plans, approved hours, and evaluations for each term of fieldwork as these items will be required for degree sign-off and Pupil Personnel Services credential recommendation.

Constituent Roles related to Fieldwork

Fieldwork is an experience that involves many constituents including the candidate, Site Supervisor, the Office of Licensures and Credentialing, and the EDUC 677A/B/C/D Fieldwork Instructor. Outlined below are the various constituents who are there to support candidates during their fieldwork experience.

Office of Licensures and Credentialing

- **Coordinates with school districts/charter schools for Pre-K-12 site placement**
Upon review and approval of the candidate's Fieldwork Placement Request Form, the OLC team will submit requests for Pre-K-12 placement from the school district/charter organization. Once the placement is confirmed, the OLC team will notify the candidate and also contact the Site Supervisor for introduction.
- **Acts as a general consultant regarding the fieldwork experience**
The OLC is available if candidates need assistance in clarifying expectations and processes related to eligibility, placement, supervision, evaluation, or support.

EDUC 677A/B/C/D Fieldwork Instructor

- **Observes the candidate during the EDUC 677A/B/C/D class sessions**
EDUC 677A/B/C/D instructors' responsibilities are tied to academic expectations related to the course. Within such arrangement, EDUC 677A/B/C/D instructors are also expected

to review materials (such as recordings of sessions) to provide feedback for the candidate. Feedback on how to best identify opportunities and/or barriers at the site and/or with the Site Supervisor can be discussed in EDUC 677A/B/C/D. However, EDUC 677A/B/C/D instructors need to be fully aware of possible invitation for triangulation in these cases and must avoid splitting or triangulation behaviors (in them, as well as in the candidate).

- **Clarifies different roles**

Should concerns arise related to the site or counselees, the EDUC 677A/B/C/D instructor is encouraged to provide clarity for the candidate by explaining that the candidate should consult with the Site Supervisor as the first point of contact (unless there are egregious issues with the Site Supervisor and in which case the EDUC 677A/B/C/D instructor will communicate to the candidate to seek immediate consultation with the Office of Licensures and Credentialing.

- **Ensures all Time2Track forms are complete**

EDUC 677A/B/C/D instructors will evaluate candidates' progress and development as it relates to the learning outcomes for the EDUC 677A/B/C/D Fieldwork course. The EDUC 677A/B/C/D instructors also ensure all forms in Time2Track are complete, including candidate individualized plan (goals), mid and end of term evaluations, and candidate evaluation of site/site supervisor.

- **Provides academic grades for EDUC 677A/B/C/D**

EDUC 677A/B/C/D instructors will post the candidate's term-grades for the course within two weeks of the end of the last class meeting. The term-grades should not be a surprise to the candidate which means that if the candidate is not making successful progress during the course, such feedback needs to be provided to the candidate as soon as possible with an invitation to discuss ways to improve. As expected for all School of Education instructors, a thorough documentation of such conversations is expected. If the candidate is not making satisfactory progress in the EDUC 677A/B/C/D course, the instructor is encouraged to also alert the School Counseling Program Coordinator.

Site Supervisor

- **Provides training of site policies, procedures, and protocols**

Site Supervisors are expected to provide candidates with an orientation to the site including a review of policies, procedures, and protocols. Site Supervisors ensure candidates have a plan for emergencies and in case of absence, assign an equally qualified substitute Site Supervisor.

- **Sets developmentally appropriate goals with candidate**

Site Supervisors help candidates identify personalized goals that are reflective of their (1) professional goals, (2) professional trajectories, (3) previous experiences (for instance, a candidate with years of teaching experience may not need to develop core curriculum lessons but rather need to develop a school counselor identity).

- **Observes the candidate in individual and group counseling sessions**

After an initial period of observation, discussion and modeling, candidates are given the

opportunity to conduct their own sessions under the observation of the Site Supervisor. The Site Supervisor may sit in on the session or ask the candidate to record the session to listen or watch later. This direct observation of the candidate's work is critical in providing the feedback necessary to hone the candidate's counseling skills.

- **Provides regular supervision to the candidate**

The Site Supervisor provides weekly supervision (1 hour per week) as a way for candidates to seek necessary guidance related to their counselees and other critical components of their fieldwork experiences.

- **Provides feedback to the candidate through evaluation**

As part of the candidate's development, the Site Supervisor evaluates the candidate's performance at the site twice per term (at week 7 and week 14) via Time2Track. Naturally, it is not expected that candidates to have the highest rating scale when they first begin their fieldwork. Using a 4-point rating scale ranging from below expectations to exceeds expectations, candidates are evaluated in the following areas:

- Basic Counseling Skills and Professional Behavior
- Knowledge of and Skills in the Delivery of School Counseling Services
- Knowledge of and Skills in School Counseling Program Development
- Skills in Collaboration
- Candidate strengths/areas for growth, and
- Achievement of stated goals

The Site Supervisor should document the candidate's strengths and areas of challenge and share their observations and feedback with the candidate at the mid-point and completion of the fieldwork experience.

School Counseling Candidate

- **Initiates and maintains Time2Track forms**

Each term of fieldwork, candidates are required to initiate, monitor, and finalize their Time2Track forms. This includes establishing goals for the term via the Candidate Individualized Plan, logging fieldwork hours, submitting hours to site supervisor for approval, initiating mid and end of term evaluations for each placement/term. Candidates are strongly encouraged to save pdf copies of each term's forms as evidence of these items will be needed at the end of the program for degree sign off and CTC credentialing.

- **Form a strong supervisory alliance with the designated Site Supervisor**

The supervisory alliance is defined as a professional partnership between the supervisee and the supervisor that focuses on the supervisee's learning and growth as a practitioner (Bordin, 1983; Ladany & Friedlander, 1995). Bordin (1983) stated elements of a strong supervisory alliance include agreed upon goals, discussions of the required tasks needed to reach those goals, and a strong bond based on caring, respect, and trust. Feeling comfortable with the designated Site Supervisor is critical in the success of the candidate's experience. Candidates are expected to self reflectively assess how best to approach and share difficulties they are experiencing (even with their Site Supervisor) and engage in such dialogues professionally.

- **Legal and ethical standards of the profession**

Candidates must be knowledgeable of and agree to comply with the legal and ethical standards of their profession. Candidates are expected to understand and follow the [ACA Code of Ethics](#) and/or [ASCA Code of Ethics](#).
- **Record keeping**

Each school counseling program has its own unique procedures for record keeping. Some require extensive session notes, for example, while others require very little. Since candidates are expected to provide direct service to counsees, it is important candidates learn how to conform to the site's requirements for recording school counseling activities. Candidates are responsible for keeping copies of all items related to their fieldwork experience.
- **Confidentiality**

Confidentiality is a vital issue in school counseling that is addressed in professional organizations and school system standards nation-wide. Protecting the rights of minors and parents is a serious responsibility. Candidates are expected to become familiar with legal and ethical responsibilities related to confidentiality and their application to counsees, families, and/or caregivers.
- **Consultation**

Consultation is a necessary process for candidates to provide the best care for their counsees. In a school setting, at times, candidates need to consult with a teacher/professor, parent/caregiver, administrator, or social worker. It is important candidates are aware of the proper procedures for conducting effective consultation at the site.
- **Knowledge and action for situations related to harm and danger to self and/or others**

Candidates are expected to know proper protocols and procedures related to issues of suicide/homicidal assessment, substance use/abuse, and instances of child abuse and neglect. They are also expected to be well informed of Title IX and FERPA and be familiar with the ACA or ASCA Ethical Standards and recognize the need to protect the well-being of counsees. Candidates in both the Combo and College tracks are expected to be informed of other critical college related ethics and laws. Candidates must discuss any concerns or instances related to harm and danger to self and/or others with their Site Supervisor.
- **Conduct individual and group counseling**

Candidates are expected to conduct both individual and group counseling as both are important components of the fieldwork experiences. Regardless of previous experiences, candidates will take or have taken courses on both individual and group counseling and are expected to conduct their own individual and group counseling sessions at their site.
- **Health and Safety**

With ongoing COVID-19 public health concerns, many candidates will conduct fieldwork virtually. If in-person interactions are needed at the site, candidates should work with their site supervisor to make sure careful measures are taken regarding health and safety. Candidates are encouraged to professionally articulate to their site supervisor if there is a need that requires them to work remotely due to their own health concerns (i.e., immunocompromised), or that of their family or loved ones, especially those in the same household.

- **Home Visits During Fieldwork**

Candidates may be asked by their site supervisor to conduct a home visit. The liability insurance obtained prior to entering the field allows candidates to engage in home visits provided the visit is required of the field site and as long as candidates are in a fieldwork class and under supervision.

When conducting home visits, candidates must follow policy and procedure outlined by their field site and/or school district. Candidates are required to conduct home visits in pairs or a team and must abide by health and safety precautions outlined by the site supervisor or field site policy. Candidates **MUST NOT** conduct home visits alone.

- **Observe the Site Supervisor's work**

Typically, Site Supervisors require candidates to sit in on their own counseling sessions and observe their counseling process. This allows the candidate to become familiar with the counselee population, common issues with that setting, and the chance to observe an experienced counselor handle these situations. Candidates may be curious to observe their Site Supervisor's counseling style, discuss their theoretical orientation, and learn how they address different counseling issues.

- **Conduct sessions alone**

Candidates collaborate with their Site Supervisors so they can transition to being competent and comfortable conducting sessions on their own, without the presence of the Site Supervisor. It is up to the Site Supervisor to determine when this transition occurs.

***Candidates should not facilitate group sessions alone with counsees until completion of the CMHC 615 Group Psychotherapy and Counseling course.**

- **Seek supervision**

Candidates are to become reflective professionals by continually assessing their own performance as a counselor and by being aware of counseling situations that require supervision. Candidates are expected to actively seek out supervision and honestly bring up/address matters they have difficulties with at their sites in their supervision sessions. Candidates must learn when to be independent and critical thinkers of challenging situations and when to seek out necessary supervision.

- **Avoid temptations to resolve an issue alone**

Candidates do not have to handle issues alone. Consult with your Site Supervisor, as the first point of contact, if an issue arises. Refer to the diagram in the next section regarding potential concerns, who to contact and/or how to resolve them. Should a candidate



witness unethical behavior of a site supervisor, they should contact the Office of Licensures and Credentialing.

Coping with Concerns or Problematic Situations

Under typical circumstances, the school counseling program administrators hope the candidate's fieldwork experience is problem free and enriching. The candidate may, however, encounter issues that cause concern at their fieldwork site. Candidates can use the ACA and ASCA ethics codes to guide them, but also have various individuals to support them, as noted in the table below.

Candidates have an ethical obligation to bring all concerns and/or issues to their Site Supervisor first, as the qualified supervisor and credentialed counselor who is overseeing decisions and executions of plans/treatments by candidates to their counsees. This conversation should always be conducted in a professional manner.

*Regardless of how friendly, welcoming, and open Site Supervisor may be there is undeniable power difference between the Site Supervisor and the candidate. Part of critical fieldwork experience is to learn how to navigate power differences between the candidate and various stakeholders. The OLC does its best to articulate expectations for all Site Supervisors; however, there may be times when some Site Supervisors conduct themselves in egregious manners. Should such circumstances arise, the candidate may be concerned about directly confronting Site Supervisor for fear of retaliation. In this specific situation, the candidate is expected to consult the Office of Licensures and Credentialing. In cases such as this, the Office of Licensures and Credentialing will first seek to gather information from all parties before making a significant decision (such as removal of the candidate from the site or placement of the candidate at another site). When the candidate reports problematic behaviors of their Site Supervisors to the Office of Licensures and Credentialing, they are to do so professionally, avoiding any unprofessional gossiping/defaming of their Site Supervisors. See below table illustrating the point of contact for questions and concerns.

Question/concern	Consulting individual
Site policies or procedures	Site Supervisor
Concern regarding a counselee	Site Supervisor
Guidance on how to classify fieldwork hours	Site Supervisor / Office of Licensures and Credentialing
Guidance on practica experiences	School Counseling Program Coordinator
Conflict with Site Supervisor	Site Supervisor (unless specific situation described above under * occurs)
Ethical concerns (at the site)	Site Supervisor
Ethical concerns (of the Site Supervisor)	Office of Licensures and Credentialing
General guidance/academic discussion re: fieldwork experiences	677A/B/C/D Instructor (note: the instructor may refer the candidate back to the Site Supervisor)



The Office of Student of Success, in conjunction with feedback provided by those overseeing the candidates' fieldwork experience (e.g., Site Supervisor, 677A/B/C/D instructor, university faculty), retains the authority to remove the candidates from the site in the event of unprofessional, problematic, and unethical behaviors as well as a continued unsatisfactory adjustment to the fieldwork experience. Causes for removal include, but are not limited to, irregular attendance, unsatisfactory counseling, unethical behaviors, and failure to exemplify good conduct. In these cases, the candidate will be removed from the site and receive a failing grade for the EDUC 677A/B/C/D course for the registered term.

If observations, feedback, and ratings from the Site Supervisor and the EDUC 677A/B/C/D instructor show significant concerns, the OLC in collaboration with the School Counseling Program Coordinator will decide if the candidate will be given additional opportunities for success at the fieldwork site and/or referred to the Student Professional Development Committee (within the Department of Counseling and Human Services) for remediation. The candidate may be removed from the site. Depending on the concern, candidates may be suspended from the site pending an investigation conducted by the OLC team and school counseling program coordinator. This investigation will seek to understand all aspects to the concern by having discussions with the candidate and site supervisor(s). The candidate's enrollment in the school counseling program will continue based on the findings of the investigation. The investigation may result in the candidate's removal from the school counseling program. If the candidate is permitted to remain in the program, a remediation plan may be created (see Remediation of the Student Handbook) that requires the candidate to participate in another fieldwork placement process and complete fieldwork hours in another term. In such cases, the candidate will not receive credit for the EDUC 677 A/B/C/D course and there will be a mandatory meeting between the candidate, the Office of Licensures and Credentialing and the School Counseling Program Coordinator to review expectations and plans for improvements. Under no circumstances will a candidate be allowed to repeat more than one fieldwork experience.

TITLE IX

The University of Redlands is committed to providing a safe learning environment for all students that is free of all forms of discrimination, sexual misconduct, and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If a student (or someone they know) has experienced or experiences any of these incidents, know that they are not alone. The University of Redlands has staff members trained to support students in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, no contact orders, and more.

All University of Redlands faculty, staff, and administrators are "responsible employees," which means that if students tell an employee about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator. Although the notification will be made, the student will control how their case will be handled, including whether or not they wish to pursue a formal complaint. The goal for the Title IX Office is to make sure students are aware of the range of options available to them and have access to the resources they need.

To report an incident, students can:



- Report online at: www.redlands.edu/titleix
- Contact the Title IX Office at 909-748-8916



Appendices

- A: Frequently Asked Questions
- B: Fieldwork Timeline for AY 2022/23
- C: Permission to Record
- D: Checklist for Advancement to Fieldwork
- E: Acknowledgement of Receipt and Review of 2022-23 School Counseling Fieldwork Handbook

Appendix A: School Counseling Fieldwork Frequently Asked Questions (FAQs)

Can a candidate be compensated for fieldwork?

Yes, but paid internships are rare. These opportunities are typically vetted by the OLC and the School Counseling Program Coordinator and are posted on the [School Counseling Current Student Webpage](#). If the site has not been vetted by the OLC and the School Counseling Program Coordinator, the candidate must complete the [Application to Earn Counseling Hours at Employer Site](#).

What if the candidate currently works as a Pre-K-12 teacher? Can they continue to work while completing fieldwork?

Candidates currently employed as Pre-K-12 teachers and/or administrators are NOT ALLOWED to pursue fieldwork hours at their place of employment. It is very difficult for candidates to work full-time and complete their fieldwork hours in a timely manner as fieldwork hours can only be completed during a school's hours of operation. Many candidates take a leave of absence from their job to finish their fieldwork. However, this is not financially feasible for all candidates; therefore, many choose to continue working as a teacher while completing fieldwork by moving to part-time or working with their district to arrange their absences. Candidates must work out these details with both their employer and their fieldwork site. Candidates must also find a way to construct a realistic schedule that allows them to complete all their fieldwork hours. It is up to the candidate to negotiate with their principal for the time off to complete fieldwork hours.

What if the candidate currently works in a counseling related field? Can they use their employment as fieldwork?

Earning fieldwork hours at one's place of employment is strongly discouraged. In rare instances, candidates may be approved via an official OLC appeal process to earn fieldwork hours at their place of employment. However, candidates employed as a Pre-K-12 teacher cannot count their working hours as fieldwork hours. Each candidate request will be individually evaluated.

It is the candidate's responsibility to demonstrate how the setting and activities align to the populations and domains of school counseling (e.g., social/emotional, academic, career). They must also provide evidence of how unbiased site supervision (i.e. avoiding dual roles) as well as a breadth of diverse training can occur in an already familiar setting. The candidate must propose a site supervisor that does not have line authority and provide a copy of the proposed site supervisor's CV/resume.

The candidate's place of employment must be established as an approved fieldwork partner and have an agreement on file with the University of Redlands by the term deadline. The formal appeal and all supporting materials are required before the candidate's request will be considered. The appeal decision will be communicated to the candidate by the OLC. The candidate is responsible to meet all other established deadlines for the intended term including submission of a Fieldwork Placement Form.



Candidates seeking to earn hours at their placement of employment follow these steps:

1. Review the [Policy for Earning Counseling Hours at an Employer Site](#)
2. Submit a [formal appeal to the Office of Licensures and Credentialing \(OLC\)](#).
3. Email supporting materials for the appeal to the OLC (olc@redlands.edu), including:
 - a. [Application to Earn Counseling Hours at Employer Site](#)
 - b. Statement demonstrating how the setting and activities will foster candidates' development as a school counselor. The setting and activities must be in alignment with the social/emotional, academic, career domains of school counseling.
 - c. CV/resume of proposed site supervisor.

A decision will be rendered within 14 days of receipt of all materials. It is not guaranteed that the candidate's application will be approved. If approved, the candidate must have an approved fieldwork agreement on file before beginning any fieldwork hours at their place of employment.

What if a candidate cannot complete all 200 fieldwork hours during a term?

A candidate who is unable to accrue the full 200 fieldwork hours in a given term should contact the Office of Licensures and Credentialing as soon as possible after their circumstances arise. Candidates who do not reach 200 hours in a term may make up fieldwork hours in subsequent terms (as up to 300 hours are allowed per term). In cases where the candidate still needs to earn hours beyond the required three terms, they must enroll in the EDUC 677D course, which may extend their program length. Note that EDUC 677D is not included in the program pathway, therefore, this course adds fees to the quoted cost of the program. Candidates are encouraged to work with Financial Aid Services if they are required to enroll in EDUC 677D.

Appendix B: Dates and Deadlines related to Fieldwork

SCHOOL COUNSELING FIELDWORK DATES AND DEADLINES

Academic Year 2023-2024

↘ **MAY 15, 2023**

*Fieldwork Placement Request or Self-Placement form
due for Fall 2023 semester** (all pre-requisites must be met)*

Fall 2023 Deadlines

AUGUST 7 →

Fall 2023 registration opens
(candidates without an acknowledged site
should not enroll in EDUC 677A/B/C/D)

AUGUST 27 →

Final day to self-register for Fall 2023
semester

SEPTEMBER 1 →

Final day to confirm Self-Placement for
Fall 2023

SEPTEMBER 5 →

Fall 2023 semester starts

**MONDAY - THURSDAYS
IN SEPTEMBER →**

Drop In Advising Available
(no appt. necessary)

SEPTEMBER 18 →

Final day to add/drop a
Fall 2023 term class
(requires advisor assistance)

- * Dates subject to change; visit the SOE Current Student webpages for most updated dates
- ** Candidates must meet Advance to Fieldwork eligibility requirements in order to submit a Fieldwork Placement Request or Self-Placement Form.

FIELDWORK DATES AND DEADLINES 2023-2024, CONTINUED

Spring 2024 Deadlines

SEPTEMBER 25 →

Group Advising: Orientation to Fieldwork
(for new SC students)

↘ **OCTOBER 13, 2023**

*Fieldwork Placement Request
or Self-Placement form due
for Spring 2024 semester**
(all pre-requisites must be met)*

DECEMBER 11 →

Spring 2024 self-registration opens
(candidates without an acknowledged
site should not enroll in EDUC
677A/B/C/D)

JANUARY 5 →

Final day to confirm Self-Placement for
Spring 2024 semester

JANUARY 7 →

Final day to self-register for Spring 2024
semester

JANUARY 8 →

Spring 2022 semester starts

JANUARY 25* →

Group Advising: Preparation for 2024 SC
Practicum/Fieldwork Fair

JANUARY 22

Final day to add/drop a Spring 2024
semester class (requires advisor
assistance)

FEBRUARY 23*

2024 School Counseling Practicum/Fieldwork
Fair

↘ **FEBRUARY 29, 2024**

*Fieldwork Placement Request
or Self-Placement form due
for Summer 2024 semester**
(all pre-requisites must be met)*

* Dates subject to change; visit the SOE Current Student webpages for most updated dates
** Candidates must meet Advance to Fieldwork eligibility requirements in order to submit a
Fieldwork Placement Request or Self-Placement Form.



FIELDWORK DATES AND DEADLINES 2023-2024, CONTINUED

Summer 2024 Deadlines

APRIL 8 →

Summer 2024 registration opens
(candidates without an
acknowledged site should not enroll
in EDUC 677A/B/C/D)

APRIL 26→

Final day to confirm Self-Placement
for Summer 2024 semester

APRIL 26 →

Pre-fieldwork experiences due

APRIL 28 →

Final day to self-register for
Summer 2024 semester

APRIL 29 →

Summer 2024 semester starts

MAY 13 →

Final day to add/drop a Summer semester
class (requires advisor assistance)

↘ MAY 13, 2024

*Fieldwork Placement Request
or Self-Placement form due
for Fall 2024 semester**
(all pre-requisites must be met)*

- * Dates subject to change; visit the SOE Current Student webpages for most updated dates
- ** Candidates must meet Advance to Fieldwork eligibility requirements in order to submit a Fieldwork Placement Request or Self-Placement Form.

**Due Dates for Fieldwork
Placement Request or
Self-Placement Form**



Due May for upcoming Fall semester
Due October for upcoming Spring semester**
Due February for upcoming Summer semester**
(all pre-requisites must be met)**

Appendix C: Checklist for Advancement to Fieldwork

Pre-K-12 setting

- Watch Orientation to Fieldwork webinar
- Complete pre-requisite courses
- Attend Group Advising Fieldwork Meetings and watch webinars**
- Submit evidence of Professional Liability Insurance
- Secure proof of valid Certificate of Clearance, valid for entirety of fieldwork
- Secure proof of negative TB test, valid for entirety of fieldwork
- Complete practica (pre-fieldwork) experiences
- Transition resume to Curriculum Vitae***
- Attend Practicum/Fieldwork Fair
- Review Permission to Record requirements
- Submit Fieldwork Placement Form and upload evidence of requisite items

College setting

- Watch Orientation to Fieldwork webinar
- Complete pre-requisite courses
- Attend Group Advising Fieldwork Meetings and watch webinars**
- Submit evidence of Professional Liability Insurance
- Complete practica (pre-fieldwork) experiences
- Transition resume to Curriculum Vitae***
- Attend Practicum/Fieldwork Fair
- Review Permission to Record requirements
- Submit Fieldwork Placement Form and upload evidence of requisite items

**Required for first term of fieldwork; optional thereafter

***Candidates are expected to update their CV each term



Appendix D: Permission to Record

School Counseling candidates are required to secure a [Permission to Record form](#) from the counselee before recording the session (audio or video). Permission to Record forms are available via the [School Counseling Current Student Webpage](#). If the counselee is a minor, the parent must sign the **Permission to Record** form. The **Permission to Record** form should be kept on file with the site, and the candidate maintains a copy as well. Note: All recordings must be maintained using a secure, confidential platform.



Appendix E: Acknowledgement of Receipt and Review of 2023-24 School Counseling Fieldwork Handbook

All School Counseling candidates are responsible to submit the **Acknowledgement of Receipt and Review of the 2023-24 School Counseling Fieldwork Handbook** via [Etrieve](#) by the add/drop deadline for Fall 2023.



Acknowledgement of Receipt and Review of the 2023-24 School Counseling Fieldwork Handbook

I, _____, acknowledge I have received the University of Redlands' *School Counseling Fieldwork Handbook* and I recognize that it is always available to me through the [School Counseling Current Student Webpage](#).

In signing this, I am acknowledging that:

I understand I am bound by the procedures outlined in this Fieldwork Handbook barring any changes initiated by the Office of Licensures and Credentialing and/or the Department of Counseling and Human Services. The Fieldwork Handbook complements the School Counseling Program Handbook and the University Catalog that are in force for the year I entered the program.

I understand policies change over time and the School Counseling Fieldwork Handbook is updated each academic year (so that, for example, the policies and processes I work under may be different next year).

Student Name (please print)

Student Signature

Date