



## **Fieldwork Handbook**

### **School Counseling Program**

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

**2019-2020**

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## Introduction

Fieldwork experiences are an important part of the University of Redlands' School Counseling program and its students (hereafter referred as 'candidate'). 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 and/or college counselor. 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, and academic advising sessions. Additionally, candidates are expected to engage in indirect services such as making referrals and collaboration or consultation with other stakeholders in the school and community. Overall, candidates are expected to assume a broad spectrum of school and/or college counseling functions. As much as possible, candidates are asked to participate in work activities that are similar to those of the Site Supervisor.

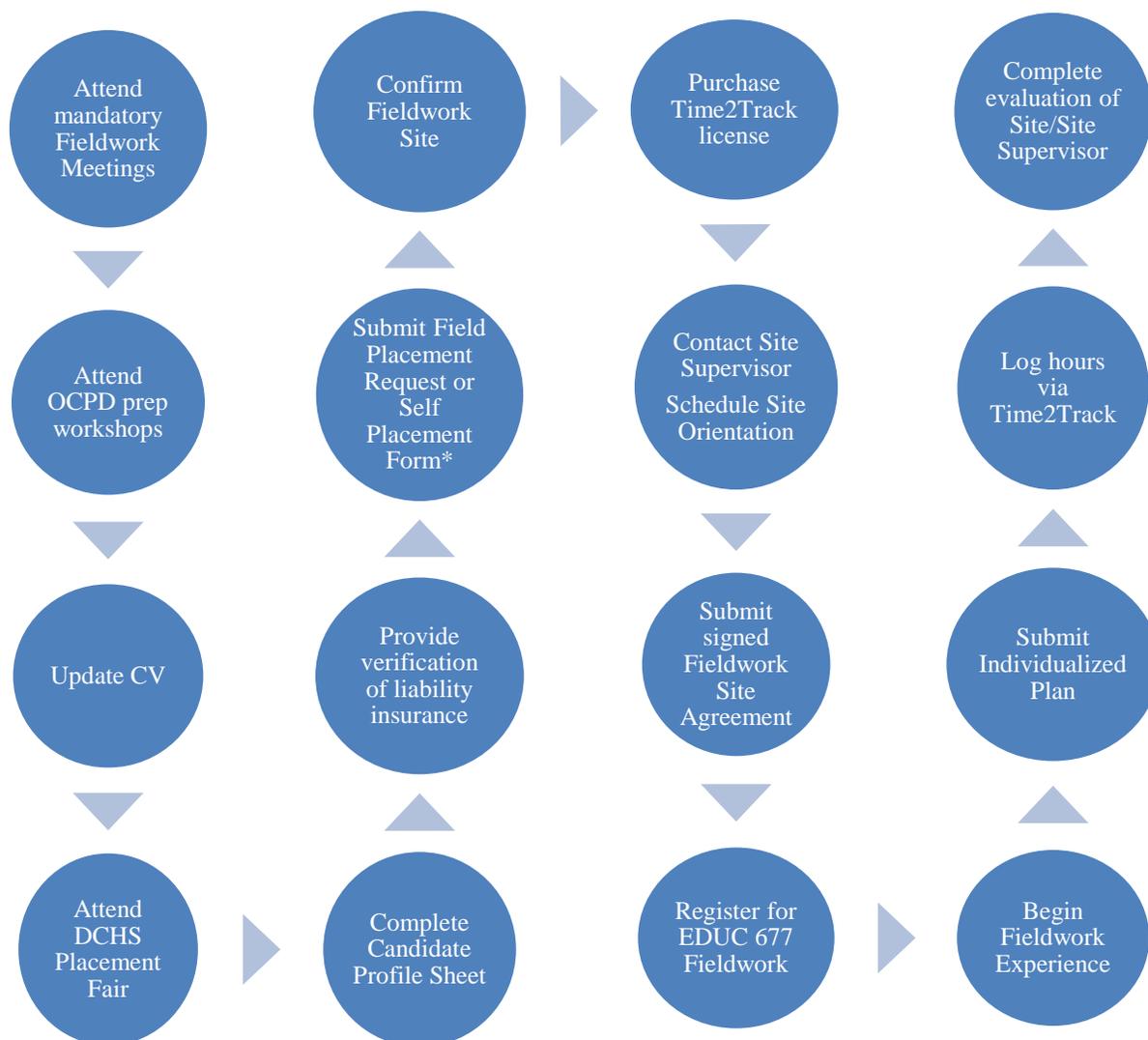
In the School of Education at the University of Redlands, both the Department of Counseling and Human Services (DCHS) and Office of Student Success (OSS) encourage candidates to take full advantage of their fieldwork experiences which are critical for their development. Candidates are expected enter these experiences with an open mind, ready to learn from those providing guidance for them, and willing to challenge themselves to further develop their counseling skills. This is also the time for candidates to consider which age group they are most interested in working within the role of school and/or college counselor.

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 responsibilities. All materials pertaining to the fieldwork experience including forms and deadlines are posted to the School Counseling Student Resource Site within Moodle. Candidates enrolled in the School Counseling program have access to the site and are strongly encouraged to consult it at least once a semester. Candidates will also be provided with access to One Drive and create a shared fieldwork folder where they can upload their various fieldwork materials as verification of these forms are necessary to ensure advancement to fieldwork, graduation and other requirements.

If candidates have general questions regarding fieldwork, they are encouraged to contact the OSS Assistant Director of Academic Advising aligned to the DCHS, who serves as an academic advisor to the candidate and coordinates fieldwork placements. This OSS Assistant Director of Academic Advising is currently Kristin Grammer.

See below for a visual representation of the School Counseling fieldwork process.

## Fieldwork Graphic



*\*Candidate must meet Advance to Fieldwork eligibility requirements in order to submit a Fieldwork Placement Request or Self-Placement Form.*

### **Pre-requisites to Fieldwork**

Candidates are required to start fieldwork the fourth semester of the program, but candidates may begin their fieldwork experience as early as the third semester (summer). Candidates seeking a School Counseling Pupil Personnel Services (PPS) credential only work with their OSS Assistant Director of Academic Advising to determine when fieldwork will begin. Candidates *must have the following completed* in order 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 [B]); CMHC 610; EDUC 653; EDUC 680; EDUC 685, and CMHC 692 (review the University Catalog regarding what constitutes 'passable' grades in graduate school).
2. Enrolled in or completion of CMHC 613 Counseling Law and Ethics or approved equivalent.
3. Proof of Professional Liability Insurance  
All candidates are required to join a professional counseling organization at the outset of their program. Candidates in the K-12 track are required to join the American School Counselor Association (ASCA; <http://www.schoolcounselor.org>). Candidates in the College track are required to join the American Counseling Association (ACA; <https://www.counseling.org/>).

In order to advance to fieldwork, candidates must have proof of individually contracted/purchased professional liability insurance uploaded to their fieldwork folder. Candidates acquire their coverage before submitting a K-12 Fieldwork Placement Request or Self-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.

4. A valid Certificate of Clearance (saved to fieldwork folder online).
5. A current negative TB test (saved to fieldwork folder online).
6. Pre-Fieldwork Experiences  
As required by the California Commission on Teaching Credentials (CCTC), candidates must accumulate a minimum of one hundred (100) clock hours of pre-fieldwork experiences. Pre-fieldwork experiences must be completed by candidates in order to be eligible to advance to fieldwork and must be finished prior to enrolling in EDUC 677. 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.

<b>Course</b>	<b>Activity</b>	<b>Hours</b>
EDUC 601 The Counseling Process	Peer-to-peer counseling and Self-Assessment of Skills	25
EDUC 685 Foundations of School Counseling	Informational interview	10
EDUC 653 Theories of Counseling and Psychotherapy	Case conceptualizations	15
CMHC 610 Sociocultural Counseling and Interventions	Case conceptualizations	15
CMHC 692 Crisis Intervention Counseling	Case conceptualizations	15
<b>Total</b>		<b>80</b>

The remaining 20 hours are the candidate's choice. Activities that qualify include, but are not limited to, attending workshops or conferences, observing school-based meetings, and assignments in academic courses. 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. Lists of possible University of Redlands (UofR) affiliated experiences and experiences not affiliated with the UofR are included below. Candidates are prohibited from engaging in activities that would be considered direct hours during pre-fieldwork experiences, meaning candidates are not to conduct assessments, provide individual or group counseling, etc. For this reason, candidates will only participate in indirect activities during their pre-fieldwork experience. See page 8 of this handbook for more information about which activities qualify as direct and indirect hours. If candidates have questions about what qualifies as pre-fieldwork hours, they need to contact the School Counseling Program Coordinator before making assumptions and counting these hours.

<b>UofR Affiliations</b>	<b>Possible Experiences</b>
Office of Career and Professional Development (OCPD)	Events or workshops (e.g., Career readiness workshops, academic success workshops, take a career assessment)
Rochford Program	Saturday Academies, tutoring, summer opportunities available
School of Education OSS	Events or Conferences (e.g., Fieldwork preparation meetings* or the January supervision conference)

\*Fieldwork preparation meetings are mandatory.

<b>Organization Name</b>	<b>Possible experiences</b>
California Association of School Counselors (CASC)	Annual conference (usually held in Riverside in October)
ASCA or ACA	Webinars (usually free for members)
Various organizations	National or annual conferences (e.g. NASPA, NACADA)
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
Various courses	Presentations completed as a course requirement in the School Counseling program

Candidates will track the pre-fieldwork hours using the Pre-Fieldwork Log Sheet available on the School Counseling Student Resource Site within Moodle. Pre-fieldwork hours are verified and signed by the School Counseling Program Coordinator. Candidates will submit the signed log sheet to the OSS Assistant Director of Academic Advising. **All pre-fieldwork hours must be completed, and the log sheet must be submitted by the last day of the candidate's second semester.**

In the event candidates do not finish all 100 hours of pre-fieldwork experiences by the end of their second semester, they cannot begin fieldwork and they cannot enroll in EDUC 677.

### **Fieldwork Requirements**

Each of the University of Redlands' School Counseling program tracks (K-12, College, Combo) has a fieldwork component. The required number of fieldwork hours varies based on the candidate's track:

#### **K-12 Track\***

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. Two hundred (200) of the six hundred (600) clock hours may be completed in settings other than public schools. At least four hundred (400) clock hours must be completed in public school settings with K-12 pupils.

Candidates pursuing the **K-12 track** must ensure up to one hundred fifty (150) clock hours are devoted to issues of diversity. This may be satisfied with up to 100 clock hours in a diversity program or with the development and implementation of a program that addresses diversity issues. AND, at least fifty (50) clock hours shall be with at least ten (10) pupils (individually or in a group) of a racial and ethnic background different from that of the candidate. OR, all 150 clock hours with pupils of a racial and ethnic background different from that of the candidate.

### **College Track**

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 conduct a minimum of two hundred (200) clock hours in a high school or a high school-to-college transition setting.

### **Combo Track\***

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. Two hundred (200) of the six hundred (600) clock hours must be in a college or a high school-to-college transition setting. At least four hundred (400) clock hours must be completed in public school settings with K-12 pupils.

Candidates pursuing the **Combo track** must ensure one hundred fifty (150) clock hours of their K-12 hours are devoted to issues of diversity. This may be satisfied with up to 100 clock hours in a diversity program or with the development and implementation of a program that addresses diversity issues. AND, at least fifty (50) clock hours shall be with at least ten (10) pupils (individually or in a group) of a racial and ethnic background different from that of the candidate. OR, all 150 clock hours with pupils of a racial and ethnic background different from that of the candidate.

*\*In accordance with CCTC requirements for the PPS School Counseling credential.*

### **Fieldwork Experiences**

Candidates may count 200-250 fieldwork hours each semester. Candidates arrange their fieldwork schedule with their Site Supervisor. It is suggested that candidates allow a minimum of 15 hours per week to earn 200 fieldwork hours during the 14-week semester. Candidates are allowed to earn fieldwork hours at a maximum of two sites per semester.

Fifty percent (50%) of fieldwork hours per semester must be direct contact hours. The following explains the difference between direct and indirect contact hours.

- **Direct Contact Hours:**  
In general, direct contact hours include any activity in which the candidate is meeting face-to-face with students, families, or caregivers. Examples of direct contact hours: individual counseling, group counseling, classroom core curriculum lessons, and administering assessments or standardized tests.
- **Indirect Contact Hours:**  
Indirect contact hours include any activity related to counseling functions that does not include face-to-face meeting with students, families, or caregivers. Examples of indirect contact hours: supervision hours, record keeping, filing of records, planning sessions, or consultation, attending in-services, attending conferences, working with parents or teachers.

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 the designated OSS Assistant Director of Academic Advising. For a list of Suggested Fieldwork Experiences, see the School Counseling Student Resource Site within Moodle.

### **Choosing a Fieldwork Site**

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

It is the candidate's responsibility to seek out potential fieldwork sites based on the list of eligible partnering school districts, charter organizations, community colleges, universities, and community organizations on the School Counseling Student Resource Site within Moodle.

For K-12 sites, the candidate will provide their top three preferences for school district/charter organization and K-12 level (elementary, middle, high). The OSS Assistant Director of Academic Advising 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.

For college-level or community self-placement sites, it is important for candidates to consider their areas of interest and find a site that aligns to their goals. This exploration may involve working with the OSS Assistant Director of Academic Advising 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 sites found on the partner list. Candidates pursuing these settings will work with the OSS Assistant Director of Academic Advising 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 semester? Is there a Site Supervisor who meets the requirements including weekly supervision for the candidate?

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 PPS credential (K-12 settings only), two years of 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, 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.

## **Advancing to Fieldwork**

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

- **Complete all pre-requisite courses**
- **Upload evidence of completed pre-fieldwork experiences**
- **Attend mandatory fieldwork meetings**  
A mandatory Orientation to Fieldwork Meeting is held early in the first semester of the program to orient candidates to fieldwork. A second mandatory Advance to Fieldwork Meeting is held in late in the first semester to review fieldwork policies and procedures.
- **Attend fall semester 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 DCHS Annual Supervision Conference and Placement Fair and advancement to fieldwork.
- **Attend the DCHS' Annual Supervision Conference and Placement Fair**  
Each year, the Department of Counseling and Human Services hosts a Supervision Conference and Placement Fair. Candidates are expected to attend the Placement Fair and invited to also attend the Supervision Conference. The 2020 conference is scheduled for Friday, January 17.

### **Requesting a Fieldwork Site Placement (K-12) or Submitting a Self-Placement Form (College/Community)**

Fieldwork placements are generally offered during fall, spring, and summer semesters. Summer placements in K-12 settings are extremely limited. Depending on the type of fieldwork site the candidate is pursuing for a given semester, they are required to follow the below steps and submit all required materials by the stated deadline:

#### **1. Fieldwork Placement in a K-12 setting**

##### **1. Candidate Profile Sheet**

The Profile Sheet is to be completed by the candidate each semester and uploaded to the candidate's fieldwork folder by the stated deadline. The Candidate Profile Sheet will be included when a K-12 placement is requested by the OSS Assistant Director of Academic Advising. The information on the form can help a site determine whether to accept the candidate.

##### **2. Curriculum Vitae (CV)**

Candidates are expected to keep an updated Curriculum Vitae (CV) in their fieldwork folder at all times. The Office of Career and Professional Development (OCPD) at the University of Redlands is available to consult with candidates regarding CV style and content. The candidate's CV will be included when a K-12 placement is requested by the OSS Assistant Director of Academic Advising.

##### **3. Submit K-12 Fieldwork Placement Request**

All candidates who plan to conduct fieldwork in a K-12 setting must complete and submit the online Fieldwork Placement Request by the stated deadline for the upcoming semester. Candidates confirm they have met the fieldwork pre-requisites and provide first, second and third choices related to preferred school district/charter organization

and fieldwork level (elementary, middle, high school) as well as their weekly availability. As often as possible, candidate's preferences will be considered when requesting the placement. **K-12 placements MUST be coordinated by the OSS Assistant Director of Academic Advising due to school district/charter school agreements that may not apply to college-level or community sites.**

## 2. Self-Placement in a College or Community setting

### 1. Candidate Profile Sheet

The Profile Sheet is to be completed by the candidate each semester and uploaded to the candidate's fieldwork folder by the stated deadline. Candidates are to provide a copy of the Candidate Profile Sheet to the proposed college-level or community-based fieldwork Site Supervisor/Administrator. The information on the form can help a site determine whether to accept the candidate.

### 2. Curriculum Vitae (CV)

Candidates are expected to keep an updated Curriculum Vitae (CV) in their fieldwork folder at all times. 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 to provide a copy to the proposed college-level or community-based fieldwork site.

### 3. Complete Fieldwork Self-Placement Form

Candidates pursuing college-level or community-based fieldwork sites work directly with the OSS Assistant Director of Academic Advising to arrange their self-placement based on the list of partner sites in the School Counseling Student Resource Site within Moodle. As candidates explore options for college-level and community 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, candidate submits a Self-Placement form. The link to the Self-Placement form is available on the School Counseling Student Resource Site within Moodle.

Candidate requests are reviewed by the OSS Assistant Director of Academic Advising soon after submission. For candidates seeking a K-12 placement, the OSS Assistant Director of Academic Advising will notify the candidate as soon as the school district/charter organization confirms the placement. If the K-12 placement is not confirmed by the school district/charter organization within 2 weeks prior to the start of the semester, the OSS Assistant Director of Academic Advising will collaborate with the candidate to secure an alternate placement.

## Final Steps Before Beginning Fieldwork

Once the fieldwork placement is confirmed, the candidate is responsible for reviewing the following final steps by the stated deadline for the semester:

### 1. Fieldwork Site Agreement

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

candidates, regardless of track, are required to have a signed Fieldwork Site Agreement on file before starting fieldwork.

After receiving confirmation of the placement, the OSS Assistant Director of Academic Advising will draft a Fieldwork Site Agreement for review and signature from the candidate, Site Supervisor and Site Administrator. Copies of the fully executed Fieldwork Site Agreement will be provided to the candidate, Site Supervisor, and Site Administrator. A copy will also be on file with the Office of Student Success.

## **2. 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 OSS to go through proper orientation/information session at their sites before starting any fieldwork hours.

## **3. Purchase a Time2Track License**

Candidates use the cloud-based Time2Track system to track their fieldwork hours. The annual cost for a Time2Track license is \$59.00. Candidates purchase their annual license once their 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 OSS Assistant Director of Academic Advising will provide the Site Supervisor with a complimentary Time2Track account to view/approve candidate's fieldwork hours.

## **4. Enroll in an EDUC 677 Fieldwork section**

Candidates must concurrently enroll in an EDUC 677 Fieldwork course each semester during which they are conducting fieldwork hours. Without a fieldwork site acknowledged by the OSS Assistant Director of Academic Advising, candidates should not enroll in EDUC 677.

## **5. Earning and Tracking Fieldwork Hours**

Candidates may earn fieldwork hours within the School of Education's 14-week semester (refer to the [academic calendar](#) for specific dates). If dates fall outside of the semester, candidate must first secure approval from the OSS Assistant Director of Academic Advising. All direct/indirect fieldwork hours are logged and approved via Time2Track.

## **6. Complete Candidate Individualized Plan**

The Candidate Individualized Plan establishes goals for the candidate at the site and is completed in consultation with Site Supervisor. Within the first week of the fieldwork experience, candidates upload their initial Candidate Individualized Plan to their fieldwork folder and submit updated versions at the mid-point and end of the semester.

## **Constituent Roles related to Fieldwork**

Fieldwork is an experience that involves many constituents including the candidate, Site Supervisor, the OSS Assistant Director of Academic Advising, and the EDUC 677 Fieldwork Instructor. Outlined below are the various constituents who are there to support candidates during their fieldwork experience.

### **OSS Assistant Director of Academic Advising**

- **Coordinates with school districts/charter schools for K-12 site placement**  
 Upon review and approval of the candidate's K-12 Fieldwork Placement Request, the OSS Assistant Director of Academic Advising will request a placement from the school district/charter organization. Once the placement is confirmed, the OSS Assistant Director of Academic Advising will notify the candidate and also contact the Site Supervisor for introduction.
- **Acts as a general consultant regarding the fieldwork experience**  
 The OSS Assistant Director of Academic Advising is available if candidates need assistance in clarifying expectations and processes related to eligibility, placement, supervision, evaluation, or support.
- **Coordinates evaluation of candidate**  
 Feedback from the Site Supervisor is critical for the professional development of candidates. The OSS Assistant Director of Academic Advising will coordinate the distribution of the online evaluation form to the Site Supervisor at the mid-point and end of the semester.

### **EDUC 677 Fieldwork Instructor**

The role of the EDUC 677 Fieldwork Instructor is to assess the candidate's counseling skill development, professional behavior, and ethical practices.

- **Observes the candidate during the EDUC 677 class sessions**  
 EDUC 677 instructors' responsibilities are tied to academic expectations related to the seminar. Within such arrangement, EDUC 677 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 677. However, EDUC 677 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 677 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 677 instructor will

communicate to the candidate to seek immediate consultation with the OSS Assistant Director of Academic Advising).

- **Completes thoughtful academic evaluations of the candidate**  
EDUC 677 instructors will evaluate candidates' progress and development as it relates to the learning outcomes for the EDUC 677 Fieldwork course.
- **Provides academic grades for EDUC 677**  
EDUC 677 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 677 course, the instructor is encouraged to also alert the OSS Assistant Director of Academic Advising.

### **Site Supervisor**

Consistent with the standards of Supervision, Teaching and Training in the ACA Code of Ethics (ACA, 2014), Site Supervisors establish a professional supervisory relationship with the candidate.

- **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 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 semester. 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.

### **Candidate Responsibilities**

1. **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.

2. **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](#). **\*Candidates are also required to have successfully completed or be enrolled in the CMHC 613 Counseling Law & Ethics course, or equivalent, in order to pursue fieldwork hours.**

- **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 counselees, 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 counselees, families, and/or caregivers.
- **Consultation**  
Consultation is a necessary process for candidates to provide the best care for their counselees. 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 counselees. 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.

### 3. Expectations related to fieldwork tasks

- **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.
- **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 counselees 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 OSS Assistant Director of Academic Advising.

### **Coping with Concerns or Problematic Situations**

Naturally, the candidate's fieldwork experience should be 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 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 OSS 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 OSS Assistant Director of Academic Advising. In cases such as this, the OSS Assistant Director of Academic Advising 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 OSS Assistant Director of Academic Advising, 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.

<b>Question/concern</b>	<b>Consulting individual</b>
Site policies or procedures	Site Supervisor
Concern regarding a counselee	Site Supervisor
Guidance on how to classify fieldwork hours	Site Supervisor / OSS Assistant Director of Academic Advising
Guidance on pre-fieldwork 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)	OSS Assistant Director of Academic Advising
General guidance/academic discussion re: fieldwork experiences	677 Instructor (note: the 677 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, 677 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 677 Fieldwork course for the registered semester.

If observations, feedback, and ratings from the Site Supervisor and the EDUC 677 instructor show significant concerns, the OSS in collaboration with the School Counseling Program Coordinator will decide if the candidate will be given another chance at the fieldwork site and/or referred to the Student Professional Development Committee for remediation. The candidate may be removed from the site and required to participate in another fieldwork placement process and complete fieldwork hours in another semester. In such cases, there will be a mandatory meeting between the candidate, the Associate Dean, and the OSS Assistant Director of Academic Advising 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](http://www.redlands.edu/titleix)
- Contact the Title IX Office at 909-748-8916
- Title IX Coordinator, Pat Caudle, [pat\\_caudle@redlands.edu](mailto:pat_caudle@redlands.edu) or 909-748-8171
- Deputy Title IX Coordinator, Erica Moorer, [erica\\_moorer@redlands.edu](mailto:erica_moorer@redlands.edu) or 909-748-8916

## **Appendices**

- A: Frequently Asked Questions
- B: Dates and Deadlines related to Fieldwork
- C: Checklist for Advancement to Fieldwork
- D: Acknowledgement of Receipt and Review of 2019-20 School Counseling Fieldwork Handbook

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

### **What if the candidate currently works as a school teacher? Can they continue to work while completing fieldwork?**

Candidates currently employed as K-12 teachers and/or administrators are NOT ALLOWED to pursue fieldwork hours at their place of employment. The ideal situation for candidates who are teachers is not to work while completing fieldwork. Many candidates take a leave of absence from their job in order 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. However, candidates must work out these details with both their employer and their fieldwork site. Candidates must find a way to construct a realistic schedule that allows them to complete all of their fieldwork hours. There is no one solution for this situation. 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 to earn fieldwork hours at their place of employment. However, candidates cannot count their working hours as fieldwork hours. It is the candidate's responsibility to demonstrate and provide evidence of how unbiased site supervision as well as a breadth of diverse training can occur in an already familiar setting. If permission is given to earn fieldwork hours at the candidate's place of employment, the hours earned must be outside the regular working hours and the candidate must find a qualified individual (separate from their direct supervisor) to serve as their Site Supervisor.

In addition to submitting a Self-Placement Form, candidates must also review the **Policy for Earning School Counseling Fieldwork Hours at an Employer Site**, complete the **Application for Earning School Counseling Fieldwork Hours at an Employer Site** by the stated deadline and submit to the OSS Assistant Director of Academic Advising. A decision will be rendered within 14 days of receipt of the complete application. It is not guaranteed that the candidate's application will be approved. The candidate must secure approval before beginning any fieldwork hours at their place of employment.

### **What if a candidate cannot complete all 200 fieldwork hours during a semester?**

A candidate who is unable to accrue the full 200 fieldwork hours (50% direct) in a given term should contact the OSS Assistant Director of Academic Advising as soon as possible after their circumstances arise. Candidates who do not reach 200 hours in a semester may make up fieldwork hours in subsequent semesters (as up to 250 hours are allowed per semester). In cases where the candidate still needs to earn hours beyond the 250 per term, they must enroll in an additional EDUC 677 course, which will automatically extend their program length.

## Appendix B: Dates and Deadlines related to Fieldwork

### Spring 2020 Fieldwork Dates and Deadlines\*

<b>Sept. 16</b>	Orientation to Fieldwork Meeting – <b>Redlands campus</b> (mandatory)
<b>Sept 18</b>	Orientation to Fieldwork Meeting – <b>Riverside campus</b> (mandatory)
<b>Sept. 30</b>	Fieldwork Placement Request or Self-Placement Form due for Spring 2020 semester** (all pre-requisites must be met)
<b>Nov. 4</b>	Spring 2020 self-registration opens (candidates without an acknowledged site should not enroll in EDUC 677)
<b>Nov. 18</b>	Final day to confirm Self-Placement for Spring 2020 semester
<b>Dec. 9</b>	Advance to Fieldwork Meeting – <b>Redlands campus</b> (mandatory)
<b>Dec. 11</b>	Advance to Fieldwork Meeting – <b>Riverside campus</b> (mandatory)
<b>Dec. 15</b>	Final day to register for Spring 2020 semester
<b>Jan. 6</b>	Spring 2020 semester starts
<b>Jan. 17</b>	Department of Counseling and Human Services Supervision Conference and Placement Fair
<b>Jan. 20</b>	Final day to add/drop a Spring 2020 semester class

### Summer 2020 Fieldwork Dates and Deadlines\*

<b>Jan. 20</b>	Fieldwork Placement Request or Self-Placement form due for Summer 2020 semester** (all pre-requisites must be met)
<b>Mar. 23</b>	Summer 2020 registration opens (candidates without an acknowledged site should not enroll in EDUC 677)
<b>Apr. 6</b>	Final day to confirm Self-Placement for Summer 2020 semester
<b>Apr. 11</b>	Pre-fieldwork experiences due
<b>Apr. 26</b>	Final day to register for Summer 2020 semester
<b>May 4</b>	Summer 2020 semester starts
<b>May 18</b>	Final day to add/drop a Summer semester class

### Fall 2020 Fieldwork Dates and Deadlines\*

<b>May 18</b>	Fieldwork Placement Request or Self-Placement form due for Fall 2020 semester** (all pre-requisites must be met)
<b>Aug. 3</b>	Fall 2020 registration opens (candidates without an acknowledged site should not enroll in EDUC 677)
<b>Aug. 14</b>	Final day to confirm Self-Placement for Fall 2020
<b>Aug. 28</b>	Final day to register for Fall 2020 semester
<b>Sept. 8</b>	Fall 2020 semester starts
<b>Sept. 22</b>	Final day to add/drop a Fall 2020 semester class

\*Dates subject to change; visit the School Counseling Resource Site within Moodle for most updated dates

\*\* Candidates must meet Advance to Fieldwork eligibility requirements in order to submit a Fieldwork Placement Request or Self-Placement Form.

## Appendix C: Checklist for Advancement to Fieldwork

### **K-12 setting**

- Attend Orientation to Fieldwork meeting\*
- Complete pre-requisite courses\*
- Attend Advance to Fieldwork Meeting\*
- Upload proof of Professional Liability Insurance
- Upload proof of valid Certificate of Clearance
- Upload proof of negative TB test
- Upload evidence of completed pre-requisite experiences\*
- Upload Curriculum Vitae
- Upload Candidate Profile Sheet
- Submit K-12 Placement Request

### **College setting**

- Attend Orientation to Fieldwork meeting\*
- Complete pre-requisite courses\*
- Attend Advance to Fieldwork Meeting\*
- Upload proof of Professional Liability Insurance
- Upload evidence of completed pre-requisite experiences\*
- Upload Curriculum Vitae
- Upload Candidate Profile Sheet
- Submit Self-placement form

\*Required only for first semester of fieldwork

**Appendix D: Acknowledgement of Receipt and Review of  
2019-20 School Counseling Fieldwork Handbook**

## **Acknowledgement of Receipt and Review of the 2019-20 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 University of Redlands Moodle site for this program. In signing this, I am acknowledging that:

I understand I am bound by the policies, rules, and regulations presented in both this Handbook and the University of Redlands' University Catalog which it complements. The latest University Catalog is available through the University website.

I understand policies change over time (so that, for example, the next year's cohort of students may work under different policies). As such I understand that I will be bound to policies presented in the Handbook and University Catalog that are in force for the year I entered the program.

\_\_\_\_\_  
Student Name (please print)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date