



Department of Counseling and Human Services

Clinical Mental Health Program Student Handbook 2019-2020

The Clinical Mental Health Program prepares students with the knowledge, skills, and attitudes to help meet the needs of the people they serve.

Students are also equipped to be community leaders and change agents working in a variety of settings while considering issues of culture, power, equity, access and best practice in local, regional, national, and global contexts.

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THE DEPARTMENT OF COUNSELING AND HUMAN SERVICES

UNIVERSITY OF REDLANDS

SCHOOL OF EDUCATION

1200 E COLTON, REDLANDS CA 92373

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About the Handbook

This Handbook provides admitted students with information about the faculty, curriculum, policies, and procedures of the University of Redlands' Clinical Mental Health Counseling Program. Because all academic programs evolve, changes related to academic expectations will occur from year to year. What is presented here is specific to the cohort admitted in fall 2019. The information in this handbook does not replace the University Catalog and students are advised to review the catalog for additional detail and guidance.

Program Description

The 60-credit hour University of Redlands' Master's degree program in Clinical Mental Health Counseling (CMHC) draws students from a variety of undergraduate majors and prepares them to become licensed mental health professionals. CMHC graduates who complete the program plus the additional 3,000 hour post-degree internship are eligible for California licensure as Licensed Professional Clinical Counselor (LPCC) as well as for licensure in many other states. Graduates work with a wide range of populations and in a broad spectrum of settings including but not limited to community agencies, mental health centers, and private practice.

Program faculty bring a unique blend of clinical experience, professional leadership, and prominence as scholars. They intend to prepare counselors who can conceptualize and intervene in informed ways to assist a broad cultural cross-section of individuals to improve their understanding, adjustment, and daily functioning across the lifespan.

The program gives particular emphasis to issues of diversity, social justice, and advocacy. Students therefore gain not only multicultural counseling skills, knowledge, and self-awareness, but a commitment to responsible citizenship and professional leadership.

Students enter as a cohort that functions as a learning community. This affords them not only support but the opportunity to develop close relationships and to learn from and about one another. This is facilitated as well by the small classes that are characteristic of the University of Redlands.

Learning Outcomes

- Evaluate clients' biopsychosocial functioning using appropriate assessment procedures.
- Specify how a range of the best-established, evidence-based individual, group, and family treatments might be used with diverse populations across settings.
- Utilize both self-awareness and sensitivity to their interpersonal impacts when interacting with whom they serve.
- Use the American Counseling Association Code of Ethics to identify and resolve ethical and professional conflicts.
- Draw from the research literature to inform their professional practice.
- Identify as a professional clinical counselor in keeping with the regional, state, and national norms for the profession.
- Identify inequities and their impacts on clinical populations to advocate for them as appropriate.

The Department of Counseling and Human Service

The Department of Counseling and Human Services/DCHS is one of three departments in the School of Education. The other two are the Departments of Leadership and Higher Education, and of Teaching and Learning. The Department of Counseling and Human Services faculty include five full-time faculty as well as a number of adjuncts (i.e., part-time) faculty who are highly qualified by virtue of their training and experience.

Full Time Counseling Faculty



Jane Both-Gragg (Ph.D., Marriage and Family Therapy, Loma Linda University) is an Associate Professor. She is licensed in California both as a Licensed Professional Clinical Counselor, and as a Marriage and Family Therapist. For more information about her training, experience, and research interests, visit her faculty webpage.

Email: jane_bothgragg@redlands.edu



Rod Goodyear (Ph.D., Counseling Psychology, University of Illinois at Urbana-Champaign) is a Professor and Chair of the Department. He is licensed in California as a psychologist. For more information about his training, experience, and research interests, visit his faculty webpage.

Email: rod_goodyear@redlands.edu



Conroy Reynolds (Ph.D., Marriage and Family Therapy, Loma Linda University) is a Senior Clinical Professor II and Chair of the Human Services Program. For more information about his training, experience, and research interests, visit his faculty webpage.

Email: conroy_reynolds@redlands.edu



Hideko Sera (Psy.D., Clinical Psychology, Adler University) is Associate Dean and a Visiting Associate Professor. For more information about her training, experience, and research interest, visit her faculty webpage.

Email: hideko_sera@redlands.edu



Tamara Tribitt (Ph.D., Counselor Education and Counseling, Idaho State University) is an Assistant Professor. For more information about her training, experience and research interests, visit her faculty webpage.

Email: tamara_tribitt@redlands.edu

Student Resources

Office of Student Success [OSS webpage](#)

The School of Education's Office of Student Success (North University Hall) provides academic advising and assists and monitors fieldwork placements. The Assistant Director of Academic Advising aligned with the Department of Counseling and Human Services is Kristin Grammer (kristin_grammer@redlands.edu; NUH 124A, 909-748-8817).

- **Program Advisement:** The Assistant Director of Academic Advising aligned to DCHS is available for academic advisement in collaboration with department faculty and will assist with student planning throughout the program.
- **Practicum Oversight:** The Assistant Director of Academic Advising aligned to DCHS works with students to secure practicum placements and monitors their progress through assigned university supervisors and on-site supervisors.w
- **Career Placement Services:** The Office of Student Success collaborates with the university-wide entity, the [Office of Career and Professional Development](#) (OCPD), to provide mentorship in preparation for practicum interviews and CV writing: <http://www.redlands.edu/student-affairs/ocpd/>

Writers Studio

The Writers Studio offers one-on-one coaching in all aspects of writing for the School of Education. Studio sessions are available during the week, and online sessions are also available. Students must choose "School of Education Graduate WriterStudio" as an option to make an appointment . <https://redlands.mywconline.com>

Electronic Tools and Resources

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

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

Monday Morning Message. All School of Education students receive the weekly School of Education's Newsletter, the Monday Morning Message which contains important announcements as well as highlights on students, faculty, and staff. Critical information about upcoming events (i.e., commencement information) is provided through this venue, and it is students' responsibility to check, and become familiar with provided information.

Library

Lua Gregory (lua_gregory@redlands.edu) is our School Librarian and is available to assist students with any questions they might have related to library resources. In addition to its physical library, the University has a substantial – and growing – digital collection. The library and its resources can be accessed at: <http://library.redlands.edu/home>

Program Requirements

Academic Calendar and Scheduling

Courses are provided in three, 14-week terms per year (beginning in September/Fall, January/Spring, and May/Summer), with a break of two-three weeks between each. Students take more academic units during their first year than during their second. This is to accommodate the time demands (15-20 hours per week) of being in practicum, in an approved field site during that second year.

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

Required Courses-by-Term (Typical Program of Studies)

The following schedule of courses is for students who will be pursuing their degree on a full-time basis. Students whose circumstances do not permit full time study will adjust their schedule in consultation with the Assistant Director of Academic Advising. When students make a decision to pursue their degree on a part-time basis, they need to also notify the Department Chair. Students also need to note that many of these courses are offered only once a year and deviating from this 'typical program of studies' will delay their academic progress significantly.



How to use your College Calendar to achieve Academic Success

Time management is an ongoing challenge for students engaged in graduate study. It is one of the most important skills for achieving success. Before the frenzy of the semester begins in earnest, take a few moments to prepare your own academic calendar. Include:

1. **Assignments with their due dates.** For major papers, put down the due date first and work backwards. Insert targets dates when you expect to complete the various parts of the paper (data gathering, outline, first draft and so on). Do your best to meet your deadlines.
2. **Tests with their dates** Again organize your study dates in relationship to the test due date
3. **All school activities** The best students are not only involved in class room activities but are engaged in the other school and university wide events designed to enrich their overall learning experience and provide opportunities for them to contribute to the quality of the program and the campus environment.
4. **All out-of-school and extra-curricular activities.** Doing this will allow for effective planning by preventing schedule conflicts before they arise.

Year 1: Fall Term		Units
EDUC 601	The Counseling Process	3
CMHC 610	Sociocultural Counseling and Interventions	3
CMHC 613	Counseling Law and Ethics	3
EDUC 680	Human Development Across the Lifespan	3
Total		12
Year 1 Spring Term		
EDUC 653	Theories of Counseling and Psychotherapy	3
EDUC 655	Counseling Systems	3
CMHC 695	Introduction to Substance Abuse Counseling	3
CMHC 692	Crisis Intervention Counseling	3
Total		12
Year 1 Summer Term		
CMHC 630	Theories and Practice of Family Counseling	3
CMHC 615	Group Psychotherapy and Counseling	3
CMHC 620	Assessment Techniques in Counseling	3
CMHC 693	Psychopathology and Diagnostic Procedures	3
Total		12
Year 2 Fall Term		
CMHC 616	Introduction to Social Justice and Advocacy	3
CMHC 640	Research and Evaluation	3
CMHC 699 B	Practicum I	2
Total		8
Year 2 Spring Term		
CMHC 621	Counseling in a Global Context	3
EDUC 654	Career Development Theory and Practice	3
CMHC 699A	Practicum I I	2
Total		8
Year 2 Summer Term		
CMHC 631	Couples and Relationship Counseling Theories/Techniques	3
CMHC 694	Psychopharmacology	3
CMHC 699C	Practicum III	2
Total		8

Practicum

During the second year of the program students will participate in practicum experiences that are associated with the CMHC 699 seminar series. Because the practicum is such a major part of the program, it is described in much greater detail in a later portion in this Handbook.

Disclosure of Personal Information During Training

As a part of the training experience in many of the courses in the CMHC curriculum, students are expected to take on the roles of therapist, client, supervisor, and/or supervisee during classroom role plays. During such role plays and classroom practice sessions, students have the option to disclose personal information to facilitate the training process with the understanding that such personal information will be respected and honored in a confidential way; students are encouraged to share only what they feel comfortable disclosing.

Program Requirement: Demonstrate Clinical and Interpersonal Competence

A graduate program in counseling requires that students develop not only knowledge of the discipline, but threshold levels of clinical and interpersonal competence. The latter is monitored throughout the program curriculum. During the first term, students will take EDUC 601, the Counseling Process, in which they will be required to earn a grade of at least 3.0 to progress in the program. Students who receive a lower grade can repeat the course as needed.

As well, clinical and interpersonal competence is evaluated during practicum by both faculty and the field site supervisors during practicum.

The Counselor Preparation Comprehensive Exam



What students need to know. The Counselor Preparation Comprehensive Exam (CPCE) is an exit examination required of all Department of Counseling and Human Services (DCHS) students in the Clinical Mental Health Counseling (CMHC) and School Counseling (SC) programs at the University of Redlands. The purpose of the exam is to assess the student's knowledge of counseling to ensure minimum competence in the field. The CPCE will also provide collective feedback that can be used by faculty in the DCHS programs in developing/adapting curriculum.

Benefits of using the CPCE.

- Allows Master's program comprehensive exams to better meet psychometric standards.
- Gives both CMHC and SC programs an objective view of the knowledge level of their students.
- Allows CMHC and SC programs to examine student functioning in various curricular areas.
- Promotes longitudinal self-study.
- Compares a program's results to national data.
- Stimulates student integration of knowledge learned in separate courses.
- Gives students comparative strength/weakness feedback.

Please note CPCE is NOT a licensure exam.

Development of the CPCE.

The CPCE is researched, developed, and distributed by both the Research and Assessment Corporation for Counseling (RACC) and the Center for Credentialing and Education (CCE), two affiliate corporations of the National Board for Certified Counselors (NBCC). The item writing committee was selected from master's and doctoral level professionals. The committee compiled a comprehensive listing of texts used in counselor education programs. Each question was developed based on information found in the most commonly used textbooks.

Content of the CPCE.

The CPCE covers the eight Council for Accreditation of Counseling and Related Educational Programs (CACREP) common-core areas as defined by their Standards for Preparation:

- 1. Human growth and development** – studies that provide an understanding of the nature and needs of individuals at all developmental levels.
- 2. Social and cultural foundations** – studies that provide an understanding of issues and trends in a multicultural and diverse society.
- 3. Helping relationships** – studies that provide an understanding of counseling and consultation processes.
- 4. Group work** – studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
- 5. Career and lifestyle development** – studies that provide an understanding of career development and related life factors.
- 6. Appraisal** – studies that provide an understanding of individual and group approaches to assessment and evaluation.
- 7. Research and program evaluation** – studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
- 8. Professional orientation and ethics** – studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

These eight core areas serve as the primary theoretical basis for the examination. It is through these areas that the CPCE is associated with accepted professional standards.

Format of the CPCE.

The CPCE consists of 160 items with 20 items per CACREP area. Of the 20 items per section, 17 will be scored; the remaining three are pretest items that are not identified to the student. The purpose of embedded pre-testing is to generate actual score performance data on items. This allows CCE to select items for future test construction that have the most desirable psychometric attributes. Scores for each section and a total score will be reported for each student. The CCE will provide statistics on the program's students as well as national data.

A demographic questionnaire will be included on the answer sheet for research purposes. Students are allowed four hours to complete the examination.

Eligibility.

Given the nature of the examination, it is best to take the CPCE as close to graduation as possible. Students are encouraged to take the CPCE in their 5th term if seeking a master's degree and in their 2nd term if they are seeking a PPS credential only.

Registration for the CPCE.

The Assistant Director of Academic Advising in the Office of Student Success can help with the registration process for the CPCE. Students must register a minimum of one month prior to the administration date of the exam.

The CPCE will be administered at the University of Redlands (on the main campus) three times yearly. Students who have failed an examination and do not want to wait until the next administration of it at the University of Redlands can work with their academic advisor to arrange an individualized date at one of the Pearson Examination Centers. The cost associated, however, at off-site testing centers may differ from the cost associated with the University of Redlands main campus CPCE test administration.

2019-2020 Exam dates:

1. February 27, 2021
2. May 1, 2021
3. July 17, 2021

Results. Students can access their scores in their Student Profile found on the Pearson VUE website within 48

hours of taking the exam. Results are sent directly to the Assistant Director of the Office of Student Success when students take the exam on the University of Redlands campus. For students taking the exam at an off-site testing center, they are required to send their results to the Assistant Director of the Office of Student Success.

Students entering the CMHC program in fall of 2019 must obtain a minimum score of 84 to be considered passing.

Failure of the Exam.

Students who fail the CPCE can register to retake the exam. Students are encouraged to consult with the Coordinator of their program seek advice and develop a comprehensive plan of action prior to retaking the exam. Students are given three (3) opportunities to pass the CPCE. The CPCE national norms are used to determine the minimum passing score. The minimum passing score varies each year and is based on one standard deviation below the national mean.

After a third failed attempt, the DCHS faculty will determine whether the student will be allowed some additional means of documenting program-related knowledge to demonstrate knowledge required to pass the CPCE.

Accommodations.

The purpose of test accommodations is to provide students with full access to the test. However, test accommodations are not a guarantee of improved performance or test completion. Pearson VUE provides reasonable and appropriate test accommodations to individuals with documented disabilities who demonstrate a need for test accommodations.

Pearson VUE test accommodations may include things such as:

- A separate testing room
- Extra testing time
- A reader or recorder

Test accommodations are individualized and considered on a case-by-case basis. Consequently, no single type of test accommodation (e.g. extra time) would necessarily be appropriate for all individuals with disabilities. Simply demonstrating that an individual meets diagnostic criteria for a particular disorder does not mean that the person is automatically entitled to test accommodations.

Contact the Assistant Director of the Office of Student Success if you believe you qualify for testing accommodations.

Study guides.

Listed below are four resources representative of the study materials available that offer preparation materials. The Department does not endorse any one set of preparation materials.

1. Academic Review provides preparation materials for the NCE. The CPCE is drawn from the same type of questions.
2. Mastering the National Counselor Examination (NCE) and the Counselor Preparation Comprehensive Examination (CPCE) by Dr. Bradley T. Erford.
3. The Study Guide for the National Counselor Examination and CPCE by Dr. Andrew Helwig.
4. The Encyclopedia of Counseling by Dr. Howard Rosenthal.

Academic Policy

Students are bound to the policies described in the University Catalog (<http://www.redlands.edu/study/registrars-office/course-catalogs/>). Because of their importance, the following policies also are presented here for students' ready access.

Attendance

Students are expected to attend all scheduled meetings of the courses for which they are registered. As the University Catalog indicates, students who miss two consecutive class meetings without notifying their instructor may be administratively dropped from the course. Other consequences may arise as a result of enforcement of the requirements of financial aid programs.

Continuous Enrollment

Students are expected to be continuously enrolled until time of degree completion. During this period, students are encouraged to participate as fully as possible in the intellectual life of their discipline and of the School and University community. Should students decide to take a leave of absence/LOA, they are required to process necessary paperwork with the Assistant Director of Academic Advising, aligned to DCHS, as well as discuss a plan of return.

Credit Obsolescence

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

Incomplete Grades

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

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

Use of APA Writing Style

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

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

Information for Students with Disabilities

CMHC students with a disability, particularly those who will need accommodation for it, should contact Kristin Grammer, Assistant Director of Academic Advising who is aligned to DCHS at 909 748 8817 or email (kristin_grammer@redlands.edu).

Comportment and Conduct

Counseling students are expected to behave professionally during class, in interactions with other students and faculty, and in contexts in which they reasonably could be understood to be representing the University of Redlands. See the Student Professional Development Committee/SPDC process below for a more elaborated list. Students are held to the University of Redlands School of Education Code of Student Conduct. It provides some detail about the standards of behavior that are expected, the processes that are to be followed in the event of a

violation (or suspected violation) of those policies, and the sanctions that are possible. (Note that you will need to be a current student, with a University of Redlands email account to access it).

Academic Honesty

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

Student Professional Development Committee

When a student does not perform as expected (academically, professionally, ethically, and interpersonally) of someone at their level of training, the department faculty will require meetings with such a student to develop a plan of remediation, both to address the situation and maximize the likelihood that the student will complete the program successfully. The types of performance issues that can trigger a remediation plan include:

Issues of Comportment and Ethics

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

Issues of Academic, Interpersonal, and Professional Competence

- Grades below 3.0 in classes
- Site supervisor feedback that the student is not demonstrating expected levels of professional competence
- Practicum course instructors' evaluations that the student is not demonstrating expected levels of professional competence
- Evidence of interpersonal behaviors that place clients or others at undue risk of harm

The departmental faculty convene as a group to formally evaluate students twice each academic year (Fall and Summer) to determine their program standing. Standing may be reassessed at any time, however, including when any of the following events occur:

1. Student is placed on a remediation plan at a clinical training site.
2. Student leaves a training site related to performance issues.
3. Student receives a grade below 2.7 (including "no credit" and "no pass" grades).
4. Student cumulative GPA falls below 3.0.
5. Student fails the CPCE.
6. Student has engaged in behavior that violates institutional policy including ethical expectations.
7. Student is referred to the Student Professional Development Committee/SPDC, or
8. Student is placed on academic warning/probation.

These biannual reviews are based on professional impressions the full-time faculty have formed in their interactions with the students, from feedback forms that the adjunct faculty complete for each student, and from any feedback that fellow students might have provided to faculty.

Specific areas discussed during biannual student reviews include:

- Professional values and attitudes
- Individual and cultural diversity
- Ethical legal standards and policy
- Reflective practice/self-assessment/self-care

The counseling faculty use the following scales during their reviews of students:

0: No concern. Student's pattern of performance is generally consistent with expected levels and difficulties do not pose serious threat to student's progress in the program. This is the default scale and no actions are taken for those students with 0.

1: Minimum concern with no formal remediation. Student's progress is monitored by faculty.

2: Moderate concern. Student's pattern of performance falls below expected levels and, if unaddressed and persistent, will pose a threat to student's progress in the program. Receipt of this rating will warrant focused attention of the faculty.

3: Serious concern. Student's pattern of performance raises significant questions about their ability to succeed in the program and satisfactorily meet expected levels of competency. Receipt of this rating will lead to a SPDC referral.

Some students referred to the SPDC may receive a letter of concern or an invitation to come and discuss ways to better ensure their success. Others will meet with the SPDC to develop a remediation plan. That plan may include taking additional class work or repeating particular courses and practicum experiences. In the case of very serious ethical or professionalism breaches, it is possible that the departmental decision is made to remove the student from the program.

When remediation plans are implemented, the faculty's intent is to maximize the likelihood of the student resolving the identified problems successfully within a time-frame that will be specified in the plan. Failure to meet stipulations identified in such remediation plan may result in removal of the student from the program.

Grievance Procedures

Every student has the right to:

- Freedom from unfair treatment by faculty or administration,
- Due process in the conduct of any proceedings that affect the student's progress in the program, and
- Petition for the redress of grievances without fear of retaliation.

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

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

Sexual Misconduct and Harassment



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 you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. The University of Redlands has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, no contact orders, and more.

Please be aware all University of Redlands faculty members are “responsible employees,” which means that if students disclose a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, faculty members must share that information with the Title IX Coordinator. Although they have to make that notification, students control how a case will be handled, including whether or not they wish to pursue a formal complaint. The goal is to ensure 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 --> Report
- Contact the Title IX Office at 909-748-8916
- Title IX Coordinator, Pat Caudle, pat_caudle@redlands.edu or 909-748-8171
- Deputy Title IX Coordinator, Erica Moorer, erica_moorer@redlands.edu or 909-748-8916

If students wish to speak to someone confidentially (meaning not filing with the Title IX Office), they can contact any of the following on-campus resources:

- Counseling Service (<http://www.redlands.edu/student-life/health-and-psychological-services/counseling-center/>, 909-748-8108)
- Crisis Line: 909-748-8960
- Chaplain's Office (<http://www.redlands.edu/student-life/campus-diversity-and-inclusion/religious-diversity/>, 909-748-8368)

For more information, please visit www.redlands.edu/titleix

Practicum Training



The supervised practicum experience facilitates the development of CMHC students' clinical competence and professionalism. Students work under the supervision of an approved supervisor within a setting approved by the program. These can include community mental health agencies, hospital settings, schools, or institutions such as federal prisons. Of course, different agencies can require specific background checks, medical records, etc, for students to work with specific populations.

A list of possible sites is provided on the next page. Note, however, that this list is fluid in the sense that new sites are being added and removed from time to time.

Practicum requires a substantial time commitment: an average of 15 –20 hours per week, inclusive of supervision time. CMHC program requires that students be able to document the following at the conclusion of practicum, which comply with California state requirements:

- 280 hours of face-to-face client contact
- 1 hour of supervision for every five hours of practicum activity (therefore, at least 56 hours of supervision)
- 2 hours of group supervision can equal one hour of individual supervision if the group does not include more than 8 persons and lasts no less than 1 continuous hour
- A total of 450 hours that includes all face-to-face client contact hours, supervision hours, hours at the school or agency attending meetings, inservice/didactic and other training events, completing paperwork, and so on.

Applying for Sites

The program hosts an annual Field Supervisor Conference each January in order to provide students with the opportunity to meet supervisors and staff from many of the training sites we use. As well, the Assistant Director of Academic Advising, aligned to DCHS, can help identify other sites that might not attend the conference or that the program has not yet used.

Students apply to the sites in which they are interested, recognizing that each site is likely to have its own application deadlines. It is advisable that students work with the Assistant Director of Academic Advisor, aligned to DCHS, prior to applying so that they can obtain help and feedback on their resumes and cover letters.

Students who pass the first review, based on their written materials, will usually be invited to the next step, an interview. Appendix A has suggested tips for preparing for that interview. The program requires that all supervisors of CMHC practicum students complete a Plan of Supervision Form (Appendix B). This form details the supervisor's qualification and objectives for the student being supervised.

Supervisors are required to:

- have been licensed for at least two years
- have received professional training in supervision

- not have a multiple relationship with the student/supervisee (This might include, for example, having provided therapeutic services to the supervisee. But it also could take the form of other personal, professional, or business relationships. If in doubt, students are expected to consult with the Department Chair.)
- have a current and valid license to practice that is not under suspension or probation

As a result of successfully completing practicum, students will be able to:

- Demonstrate knowledge and understanding of basic counseling interventions and practice
- Develop case conceptualization skills: formulate and translate clinical observation and assessment into measurable goals and treatment interventions to evaluate client progress in treatment
- Provide effective clinical case management
- Collaborate with colleagues in a multidisciplinary team setting
- Demonstrate knowledge and understanding of the ethical and legal requirements of the profession
- Demonstrate ability to define, identify, and use empirically supported interventions in therapy
- Demonstrate ability to incorporate contextual and multicultural issues in therapy
- Seek and use client feedback (e.g., from standardized measures such as the OQ45 or the PCOMS system) and others to continue to improve practice
- Demonstrate awareness of the current developments in the field of counseling as they relate to clinical competence and professional growth
- Practice appropriate self-care in order to provide a consistent and competent care for clinical populations

Criteria for Site Eligibility

Students can be placed only in sites that the department approves. Criteria that are used in determining site eligibility include at least the following:

- The availability of supervisors who are qualified as specified above and who work on-site.
- The site's willingness to permit students to audio or videotape their work and to (a) use those recordings in their on-site supervision and (b) permit the use of those recordings in the CMHC 699 seminar series.
- The site may not be a private practice setting.

Requirement to be enrolled in CMHC 699

Students must be enrolled in one of the CMHC practicum courses 699A, B, C, or D in order to see clients off site. The exception to this is in December and in April, between sessions – and that requires students to be continuing work that they already were doing at their approved sites. Students who fail to complete all required hours in three semesters will be required to register in CMHC 699D until hours are completed.

Field Site Placement Process

- The Assistant Director of Academic Advising, aligned with DCHS, will work with students to help them locate, apply to, and interview for sites that the program has approved.
- Once a student has been accepted at an approved site, the Academic Advisor will help ensure that students have completed the necessary documents.
- Feedback about and Evaluation of Practicum Performance
- Attaining learning objectives requires ongoing performance feedback that will be provided by site supervisors as well as by peers and faculty during class sessions. Site Supervisors will provide students with formal, formative evaluations at the end of each term.
- The evaluation focuses not only on clinical skills, but also professionalism and comportment (Appendix D).

Disclosure of Student Status

- Students are required to inform clients of their status as "student in training" and that their work is being done under a properly credentialed supervisor. Students may utilize the Informed Consent Form (Appendix E) to facilitate this process. It is understood that individual agencies may have their preferred form for such purposes and students should use the agencies' form if that is the case.

Documenting Practicum Hours

- It is the responsibility of each student to document their practicum hours and ensure that their site supervisor will verify them. At the conclusion of practicum, a total of 450 hours will have been accrued including 280 hours of face-to-face supervised clinical experience counseling individuals, families or groups, and 1 hour of supervision for every 5 of those face-to-face counseling hours. Other aspects of practicum experience that comprise the remainder of the 450 hours include, supervision with the site supervisor, documentation (reports, progress notes, and process notes), interdisciplinary team meetings, treatment planning, case management, workshops, and other site-sponsored training sessions
- Documentation of practicum hours will occur through the use of the Time2Track.
- The practicum log must be signed by the site supervisor and student. Copies of the log and student evaluation should then be turned in to the class instructor and the Assistant Director of Academic Advising, aligned with DCHS, each trimester in order for the student to receive a passing grade in the practicum class. [note that as this document is being written, plans are under way to have supervisors provide this information online. When that occurs, students and supervisors will be informed].

Payment for Services

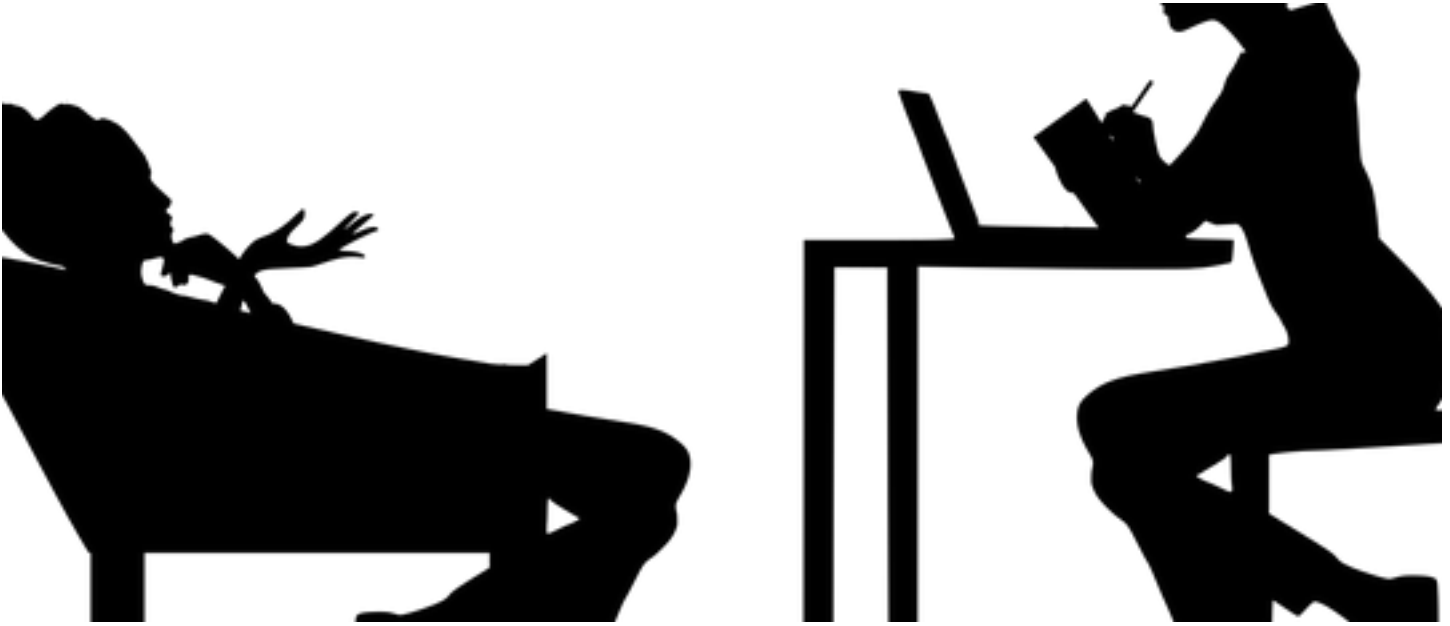
- CMHC students are not allowed to practice and collect fees as independent contractors or be paid by patients or clients. However, some sites may provide a small stipend to their trainees and this is acceptable.
- Professional Liability Insurance
- All students on practicum are required to carry professional liability insurance in the amount of \$1,000,000 per incident/\$3,000,000 aggregate per year. Students are required to enroll in the plan prior to the time of registration for their first semester of practicum. the Assistant Director of Academic Advising aligned with DCHS can provide necessary information about obtaining that insurance. Students often obtain it through the American Counseling Association: Insurance is included as a benefit of student membership: <https://www.counseling.org/membership/aca-and-you/students>
- A student must submit proof of current liability insurance to the Assistant Director of Academic Advising, aligned with DCHS no later than 2 weeks before starting a practicum placement or participating at any other department sponsored site (e.g., Riverside Free Clinic).

Personal Problems that Adversely Affect Professional Competence

- Students whose personal problems are affecting or are likely to affect their performance should discuss their situation with the site supervisor and the Assistant Director of Academic Advising, aligned with DCHS.
- In the event a student believes that these personal issues require that she or he withdraw from the practicum experience, it is essential that this not be an independent decision. If it were to happen, it should be done in coordination with the site supervisor and with the approval of the Program Coordinator. Failure to terminate appropriately with clients can be an unethical violation that might result in dismissal from the program.

Program Clinical Experience Option

RIVERSIDE FREE CLINIC (RFC)



Students have the option to participate bi-weekly on Wednesday evenings in providing services at the Riverside Free Clinic (RFC), a community based, non-profit healthcare organization. Students training in the Inland Empire from a range of health professions provide mental health, medical, pharmacy, and dental services to low income, drop-in clients. More information can be obtained at this URL: <http://www.riversidefreeclinic.com/> This clinic experience is both an enactment of the program's commitment to social justice by giving back to the community and an opportunity to work in a multidisciplinary setting under the guidance and supervision of selected CMHC faculty. It is considered a secondary site that would be insufficient in itself to meet the practicum requirements students fulfill during the second year of their program.

First year students are encouraged to volunteer at the clinic as a way of enhancing their professional development and supporting the reinforcement and integration of newly learned classroom content. Select CMHC skills-based courses will include a clinic lab integrating participation at RFC into course assignments (i.e. Crisis Intervention & Substance Abuse Counseling). Interviews for students interested in using RFC as a secondary practicum site in their second year of the program will be held in early February and are designed to simultaneously provide clinical interview coaching in preparation for primary practicum site interviews.

RFC encourages the ongoing involvement of our counseling alum as a way of 1) supporting the mentoring of current students; 2) filling a gap in counseling services within the community and; 3) advancing their own continued professional development.

BEST PRACTICES AND TIPS IN INTERVIEWING FOR PRACTICUM POSITIONS

Once you are invited for an interview, familiarize yourself as much as you can with the site (mission, clients served, funding sources, staff – number and types of training). You can get some of this from websites; also from 2nd year students who have been placed there.

- Arrive on time and dress conservatively and professionally.
- Treat everyone you meet as important. Assume that anything you say to anyone at the school, clinic, or agency could be shared later with others who will be involved in the selection.
- Show interest in and be sure to ask questions of the people interviewing you.
- Although it is important to be authentic during your interviews, do not overly share your own stories of personal struggles unless you can confidently talk about what you have learned from them. Remember that these interviews should be treated the same as job interviews.
- Always be gracious, honest, and (whenever possible) self-reflective.
- After the interview, send a thank you note.

Questions You Might Be Asked in the Interview(s)

- What is your primary theoretical orientation?
- What are your specific clinical interests?
- How did you decide on a career in counseling? If you've changed careers, be prepared to explain why.
- What are your interests outside of counseling?
- Why should we select you as a practicum student?
- What are your strengths and weaknesses as a counselor?
- What will your schedule be? Can you work evening hours?
- What are your time management skills?
- What do you look for in supervision?
- What are you looking for in a practicum placement? (i.e., Why do you want to come here?)
- What do you plan to do once you have finished your training?
- Sometimes this variant: What do you see yourself doing five years from now?

At agencies that have an explicit religious orientation, be prepared to discuss your personal beliefs and how they may affect your work with their clients.

- Students who interviewed at a faith-based clinic were asked what their “walk with God” was.
- What are the strengths of your graduate program? **Note:** whatever your opinion, it is not a good idea to be critical during an interview
- Be prepared to discuss some aspects of diversity (depending on the agency, its clientele, and its staff, the particular focus could vary): your competence in working with that group or groups; your knowledge and attitudes; and so on.

Do you have any questions?

Always have at least one question ready that is specific to the site. Prepare your questions prior to the interview (do not ask questions that are readily available on the website or other materials)

Two other possibilities:

- They may ask you about a case you have had. If you are asked that question do what you can to select a case relevant to the work you would be doing at the placement. Some follow-up questions might include:
- What would you have done differently in your work with this case?
- What did you think went well with this case?
- What if this person you described were a different ethnicity (that they specify) or gender?
- They may present you with a vignette - which will drive questions about how you conceptualize the case and what you would do:
- Be alert for issues of harm to self and others. Remember, client welfare is your foremost concern.

PLAN OF SUPERVISION

The CMHC program at the University of Redlands requires that all persons supervising Licensed Professional Clinical Counselor Trainees in a practicum setting to complete and sign the following supervisory plan. The original signed plan shall be submitted by the student (hereafter referred to as the counselor trainee) the counselor or trainee to Assistant Director of Academic Advising, aligned with DCHS prior to beginning practicum.

Name of training site: _____

Counselor Trainee Name _____

Address _____

Telephone (Home) _____ (Other) _____

Supervisor Name _____

License No: _____ Exp _____

Address _____

Phone _____

List the goals of supervision for the coming 14-week term:

- 1.
- 2.
- 3.

Supervisor's Signature _____ Date _____

Counselor Trainee Signature _____ Date _____

Appendix C

STUDENT PRACTICUM AGREEMENT

Directions: Students entering practicum are to complete this agreement and submit a copy to the Assistant Director of Academic Advising, aligned with DCHS prior to the start of practicum.

1. I attest that I have read and understood the American Counseling Association code of ethics and professional standards and will practice my counseling in accordance with these standards. I understand that unethical conduct may result in my removal from practicum and assigned a failing grade in the associated CMHC 699 seminar.
2. I agree to adhere to the administrative policies, rules, standards, and practices of the practicum site.
3. I understand that my responsibilities include keeping both my site supervisor(s) and my University-based practicum instructor (CMHC 699 seminar series) informed regarding my practicum experiences.
4. I understand that unless I demonstrate the specified minimal level of competency for counseling skills, knowledge, and self-reflective and professional attitude and complete course requirements as required I will not be issued a passing grade in practicum.

Signature _____

Date _____

Appendix D

COUNSELOR TRAINEE EVALUATION

Name of Counselor Trainee: _____

Term (check one) Fall__ Spring__ Summer__

Year: _____

Name of Site Supervisor: _____

Which of the following broad theoretical framework best characterizes the model your trainee is developing with your guidance (and others at your site)?

	Site Supervisor's Orientation	Orientation Counselor Trainee is working to develop
Cognitive Behavioral		
Humanist		
Systems		
Psychodynamic		
Eclectic/Integrative		
Other		

Please rate the extent to which this meets expectations for a trainee at their level of training for each of the following. If the particular category is not relevant to the work you are doing together, please check NA/Not Applicable.

What do you perceive to be the counselor trainee's particular strengths? How would these strengths serve this particular counselor trainee in the field?

What training goals are especially important for the counselor trainee as she or he continues to develop?

Additional comments or clarifications:

Appendix E

INFORMED CONSENT TO VIDEO TAPE

Note. Many sites have their own versions of this form. This one is to be used if the site does not have one.

I understand that my counselor is a trainee and that our sessions may be audio or video taped for training purposes; only my counselor and those involved in the course will review any tapes and my confidentiality will be strictly observed according to the law. All recordings will be destroyed by the end of the academic term in which the recording is made.

I understand that my confidentiality will be maintained with the following exceptions:

- Supervisors will listen/observe sessions or read transcripts of the same in order to help my counselor provide the best possible treatment
- Harm or intention to harm myself or other people may require confidentiality to be broken
- Suspicion of child or elderly abuse according to law will require confidentiality to be broken
- Court orders signed by a Judge

I agree to participate in these sessions and allow them to be video/audio taped for use by the counselor trainee. I understand that I may withdraw my consent at any time I so chose without any consequence to me.

Client _____ Date _____

Counselor Trainee _____ Date _____

Supervisor _____ Date _____

Other (please describe) _____

ACKNOWLEDGEMENT OF HAVING RECEIVED THE HANDBOOK

I _____, acknowledge I have received the University of Redlands' Clinical Mental Health Counseling Program Handbook, and I recognize that it always is available to me through the University of Redlands Moodle site for this program.

In signing this, I am also acknowledging that:

1. I am bound by the policies, rules, and regulations presented in both this Handbook and the University of Redlands' Catalog which it complements. The Catalog is available at: <http://www.redlands.edu/study/registrars-office/course-catalogs/>
2. Whereas policies change over time (so that, for example, the next year's cohort of students may work under different policies), 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.

Date: _____

Student Name (please print)

Student Signature

