

School of Education  
Department of Counseling and Human Services

# **STUDENT HANDBOOK**

**Clinical Mental Health Counseling Program**

**For Students Entering in Fall 2020**

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## **ABOUT THIS 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 2020. 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 AND LEARNING OUTCOMES**

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 meet the Board of Behavioral Sciences requirements leading toward California licensure as Professional Clinical Counselor (PCC), Marriage and Family Therapist (MFT), or they may pursue dual licensure. 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. For more information regarding licensure, visit [bbs.ca.gov](http://bbs.ca.gov).

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**

Students who graduate from this program will be able to:

- ☐ 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.

## PROGRAM FACULTY

The program is housed in the Department of Counseling and Human Services, which encompasses not only the Clinical Mental Health Counseling (CMHC), but the School Counseling program and the Online Human Services programs as well. 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 adjunct (i.e., part-time) faculty who are highly qualified by virtue of their training and experience.

### Full Time Counseling Faculty

**Janee Both Gragg** (Ph.D., Marriage and Family Therapy, Loma Linda University) is a Professor and Clinical Mental Health Counseling Program Coordinator. 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](#).

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**Rod Goodyear** (Ph.D., Counseling Psychology, University of Illinois at Urbana-Champaign) is a Professor and Program Coordinator of the joint Counseling and Psychotherapy Program in partnership with Oriental Insight in Wuhan, China. He is licensed in California as a psychologist. For more information about his training, experience, and research interests, visit his faculty [webpage](#).

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**Tamara Tribitt** (Ph.D., Counselor Education and Counseling, Idaho State University) is an Assistant Professor and School Counseling Program Coordinator. For more information about her training and experience visit her faculty [webpage](#).

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**Trent Nguyen** (Ph.D., LPC, University of Texas) is a Visiting Lecturer and Human Services Program Coordinator. For more information about his training and experience visit his faculty [webpage](#).

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## STUDENT RESOURCES

**Office of Student Success (OSS)** [OSS webpage](#)

The School of Education's Office of Student Success (North University Hall) provides academic advising and assists and monitors practicum placements. The Assistant Director of Academic Advising aligned with the Department of Counseling and Human Services is Kristin Grammer ([kristin\\_grammer@redlands.edu](mailto:kristin_grammer@redlands.edu); NUH 126B, 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.

***Career Placement Services:*** The Office of Student Success collaborates with the university-wide entity, [the Office of Career and Professional Development](http://www.redlands.edu/student-affairs/ocpd/) (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 all 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](mailto: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 decide to pursue their degree on a part-time basis, they need to also notify the CMHC Program Coordinator. Students also need to note that many of these courses are offered only once a year and deviating from this ‘typical program of studies’ may delay their academic progress significantly.



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

## 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.

## 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.

In addition, clinical and interpersonal competences are evaluated during practicum by both faculty and the field site supervisors during practicum.

## The Counselor Preparation Comprehensive Exam (CPCE)

**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 eligible to take the CPCE in their 5<sup>th</sup> term if seeking a master's degree and in their 2<sup>nd</sup> term if they are seeking a PPS credential only. The table below indicates the

best time for students to take the exam according to the number of credits they have accumulated in each program/emphasis:

Program	CMHC	College Counseling	K-12 School Counseling	Combo K-12 and College
Credits Accumulated	44 credits or more	35 credits or more	35 credits or more	38 credits or more

**Preparation for the Exam.** The Department of Counseling and Human Services offers prep sessions for the CPCE exam in the Spring and Summer terms. Students are encouraged to attend before attempting the examination. Visit the SOE Current Student webpages for dates and additional information.

**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.

Students must register for the 0-unit EDUC 699 CPCE course in the term in which they intend to test. Due to the impacts of COVID-19, all on-campus CPCE testing dates at the University of Redlands are limited or may be cancelled. The cost to test at a Pearson Vue Center or via the OnVUE web-based option is \$150.00. Complete the [Request form for CPCE Exam Authorization](#) to initiate the registration process for any exam format.

**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 2020 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. 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 POLICIES

Students are bound to the policies described in the *University Catalog* (<http://www.redlands.edu/study/registrars-office/course-catalogs/>). Because of their importance, the following policies also are presented here for students' ready access. However, students are responsible for information in the catalog and are encouraged to refer to the catalog directly for additional information and details.

### 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. Refer to academic standards section of the University catalog for more information.

## Use of APA Writing Style

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

A useful primer concerning APA style 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](mailto: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. During new student orientation, students are required to complete a module on plagiarism.

### **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, data -\*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
- Respect for individual and cultural diversity
- Adherence to 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. 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 timeframe 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 and staff 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 must 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](http://www.redlands.edu/titleix) --> Report

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

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](http://www.redlands.edu/titleix)

### Program Clinical Experience: Community Counseling Lab

The Community Counseling Lab (CCL) provides students with supervised opportunities to take newly learned counseling skills into a community counseling setting. The CCL will allow students to 1) engage in clinical skill development 2) advance professional identity 3) provide counseling to underserved community populations and 4) enhance leadership skills necessary for mental health advocacy. The CCL is a required component of the following first year courses: Counseling Process, Crisis Intervention, and Psychopathology and Diagnostic Procedures.

The CCL will be conducted every other Wednesday at the Riverside Free Clinic (RFC). RFC is a pop-up, walk-in clinic serving low-income, uninsured and homeless individuals from the

neighboring community. RFC offers a broad range of service including medical evaluations, pharmacy dispensing, dental services, diabetes education, smoking cessation and counseling. To learn more about the clinic, services provided, hours of operation and directions please visit <http://riversidefreeclinic.com/>. Students attending RFC for the first time are encouraged to carpool and wear professional, comfortable, weather appropriate U of R attire (i.e. kakis and maroon/gray). Please sign-in when you arrive.

As an issue of continuity of care, attendance at all CCL's is expected. As extenuating circumstances arise, please notify your second-year student manager as soon as possible so appropriate arrangements can be made in your absence. Each semester, a written evaluation of the student's performance related to the four criteria above (skill development, professional identity, cultural context and leadership) will be reviewed and discussed with the student at the final clinic of the semester. A copy will be provided to the course instructor and discussed as needed as it relates to the respective course content and areas needing attention in the coming semester.

In the rare case a student is unable to attend in/participate at the CCL and with demonstrated documented extenuating circumstances, an alternative assignment equivalent in nature addressing the learning objectives outlined above (see 1-4) will be assigned by the instructor of record. The RFC Supervisor will be available for collaboration as needed.

Note: Students in their first semesters are required to acquire malpractice insurance in order to begin their pre-practicum experience by their second semester. No grade will be given until proof of insurance is provided.

### **Additional Opportunities**

Students have the option to participate on a regular (bi-weekly on Wednesday evenings) basis providing services at the Riverside Free Clinic (RFC). 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 and/or an approved supervisor. It is considered a secondary site that would be insufficient to meet the practicum hourly requirements students fulfill during the second year of their program.

**Interested 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. **Second year students** interested in transitioning their volunteer hours into practicum hours will have an opportunity to participate in interviews for using RFC as a secondary practicum site in their second year of the program in early February. This process will serve a simultaneously as 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.

## **Clinical Mental Health Practicum**

**2020 - 2021**

## PRACTICUM TRAINING

### Definition of Roles

**Clinical Counselor Trainee:** the University of Redlands' Clinical Mental Health Counseling student. The student is eligible for advancement to practicum once s/he has completed the prerequisite requirements.

**CMHC 699 Practicum Instructor:** the instructor responsible for group and individual supervision of the Counselor Trainee at the University of Redlands during the CMHC 699 Practicum course.

**Client:** individual(s) receiving counseling services at the Practicum Site assigned to the Counselor Trainee by the Site Supervisor.

**Site Supervisor:** the appropriately qualified supervisor at the Practicum Site.

**Practicum Site:** setting approved by the DCHS where Counselor Trainee conducts their practicum hours. These can include community mental health agencies, hospital settings, schools, colleges, universities, or institutions such as federal prisons and residential treatment facilities.

**Office of Student Success (OSS):** the office that works in conjunction with all three of School of Education departments including the Department of Counseling and Human Services (DCHS). This office is responsible for coordinating practicum placements.

**OSS Assistant Director of Academic Advising:** the individual aligned to different departments of School of Education. The OSS Assistant Director of Academic Advising aligned to the DCHS is currently Kristin Grammer (909-748-8817/[kristin\\_grammer@redlands.edu](mailto:kristin_grammer@redlands.edu)).

**Program Coordinator:** the DCHS faculty member that oversees the CMHC program. The Program Coordinator is currently Dr. Janee Both Gragg (909-748-8831/[janee\\_bothgragg@redlands.edu](mailto:janee_bothgragg@redlands.edu)).

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

## Hour Requirements

Practicum requires a substantial time commitment: an average of 15 –20 hours per week, inclusive of supervision time. CMHC program requires that students provide evidence of the following at the conclusion of practicum, which comply with California Board of Behavioral Science (BBS) requirements:

- a minimum of 450 clock hours at the conclusion of the practicum experience (these hours are inclusive of face-to-face clinical experience, supervision, in-service/didactic training; staff meetings; documentation; psychoeducation; outreach programming, etc.);
- a minimum of 280 of those 450 hours shall be comprised of direct face-to-face supervised clinical experience counseling individuals, families, or groups.
- One hour of supervision must be provided for every 5 hours of client contact. i. One hour of direct supervisor contact means one hour of face-to-face contact on an individual basis or two hours of face-to-face contact in a group of not more than eight persons in segments lasting no less than one continuous hour.

## Site/Site Supervisor Requirements

The Practicum Site/Site Supervisor provides a range of professional clinical training experiences consistent with the Counselor Trainee’s education, training and experience and under the supervision of a qualified supervisor(s) which are in accordance with BBS’ guidelines, including, but not limited to: case conceptualization, individual and group counseling, psychotherapeutic treatment, diagnosis, assessment, psychoeducation, health and wellness promotion, and career counseling.

The supervised practicum experience facilitates the development of CMHC students’ clinical competence and professionalism. Clinical Counselor Trainees work under the supervision of an approved Site Supervisor within a practicum site that meets all requirements of the January 2020 Board of Behavioral Science’s (BBS) Statutes and Regulations (<http://www.bbs.ca.gov/pdf/publications/lawsregs.pdf>) to be considered a “clinical setting” or “community mental health setting,” including but not limited to, lawfully and regularly providing mental health counseling or psychotherapy.

These can include community mental health agencies, hospital settings, schools, or institutions such as federal prisons. Different agencies can require specific background checks, medical records, etc., for students to work with specific populations. A list of current practicum sites listed in the CMHC Moodle Resource site. Note, however, that this list is fluid in the sense that new partner sites can be secured provided the organization meets the requirements as an approved site.

Clinical Counselor Trainees can be placed only in sites that have an active approved Memorandum of Understanding (MOU) with the University of Redlands. 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.

Practicum at a student's place of employment would be very unusual and is discouraged. In rare situations, a student might be approved for this circumstance. But that requires first that their place of employment is on the approved list of practicum sites and the site is willing to create a training environment in which clear boundaries are made between work and the training experiences (e.g., different clients, supervision by someone other than a person who has line authority).

Site Supervisor who has the appropriate credentials, time, and commitment to supervise the Counselor Trainee. Per the January 2020 Board of Behavioral Sciences Statutes and Regulations (<http://www.bbs.ca.gov/pdf/publications/lawsregs.pdf>) a supervisor:

- has held an active license for at least two years within the five-year period immediately preceding any supervision as either: A licensed professional clinical counselor, licensed marriage and family therapist, licensed psychologist, licensed clinical social worker, licensed educational psychologist\*, or equivalent out of-state license or a physician and surgeon who is certified in psychiatry by the American Board of Psychiatry and Neurology.
- \*A licensed educational psychologist may only supervise the provision of educationally related mental health services that are consistent with the scope of practice of an educational psychologist.
- has practiced psychotherapy, provided psychological counseling, or provided direct clinical supervision of psychotherapy for at least two years within the five-year period immediately preceding any supervision.
- has sufficient experience, training, and education in the area of clinical supervision to competently supervise associates.
- has not provided therapeutic services to the Counselor Trainee. • has a current and valid license that is not under suspension or probation.
- is not a spouse, domestic partner, or relative of the Counselor Trainee.
- does not currently have or previously had a personal, professional, or business relationship with the supervisee that undermines the authority or effectiveness of the supervision (if in doubt, students are expected to consult with the CMHC Program Coordinator.)

### **Applying for Sites**

The program hosts a Practicum Fair each Spring to orient students to practicum and provide an opportunity for students to meet supervisors and staff from many of our partner training sites. In preparation, students are advised to attend the Group Advising: Preparation for CMHC Practicum Fair held in early Spring. In addition, 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 visit the Office of Career & Professional

Development (OCPD) prior to applying so that they can obtain help and feedback on their curriculum vitae (CV) and cover letter(s).

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.

### **Practicum 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 Assistant Director of Academic Advising will help ensure that students have proof of liability insurance and a practicum agreement approved by the Office of Student Success before starting at the site. Under no circumstances should a student start at the site without an approved agreement.

### **Practicum Site Agreement**

Once selected by the practicum site, counselor trainees are required to complete, sign, and submit a practicum site agreement and gain approval by the OSS before the beginning any hours at the site, including orientation. The Practicum Site Agreement sets the terms and understanding between the Office of Student Success within the School of Education at the University of Redlands, the Practicum Site/Site Supervisor, and the CMHC counselor trainee and verifies all parties have agreed to take part in the experience.

Upon receipt from the counselor trainee, the practicum site agreement will be routed by the OSS to the site supervisor and site administrator for their review and signature. Counselor trainees will be notified once the practicum site agreement is approved.

### **CMHC 699 Practicum course**

Students must be enrolled in one of the CMHC practicum courses 699A, B, C, or D 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.

### **Time2Track license**

Documentation of practicum will take place using the cloud-based system Time2Track. The annual cost for a Time2Track license is \$99.00. Counselor trainees submit their [request for a University of Redlands linked Time2Track license](#) once their practicum site is confirmed. Once payment is received, additional information regarding account set up and links to training videos will be sent to the student's University email, including the authorization key needed to activate the Time2Track subscription. Upon receipt of the student's signed Fieldwork Agreement, the OSS Assistant Director of Academic Advising (Kristin Grammer) will provide the Site Supervisor with a complimentary Time2Track account to view/approve candidate's fieldwork hours and complete the evaluation process.

**Practicum Site Orientation**

Candidates are expected to professionally connect with their Site Supervisor prior to the start of their practicum experience and participate in a site orientation and other site-specific requirements 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 practicum hours.

**Practicum Goals**

Counselor trainees are required to establish goals for each semester of practicum, which are in alignment with the ACA and/or Board of Behavioral Sciences (BBS). Goals are documented by the counselor trainee in Time2Track and feedback is provided by the trainee's site supervisor and CMHC 699 instructor.

**Disclosure of Counselor in Training Status**

Counselor trainees are required to inform clients of their status as a "counselor in training" and that their work is being done under a properly credentialed supervisor. Counselor trainees may utilize the Informed Consent Form (refer to CMHC Moodle resource site) 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 counselor trainee to document their practicum hours in Time2Track and submit for approval by their site supervisor. The counselor trainee is required to ensure all practicum related items are completed in Time2Track each trimester in order to receive a passing grade in the practicum class.

At the conclusion of practicum, a minimum 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.

**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 process is initiated by the student each semester via Time2Track.

The evaluation focuses not only on clinical skills, but also professionalism and comportment.



Any concerns regarding these areas will prompt a referral to the SPDC. Refer to page 15 for more information.

### **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 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, practicum instructor 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.

## APPENDIX A: PRACTICUM INTERVIEWING TIPS

### 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 of it 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.

## APPENDIX B: Acknowledgment of Receipt of Handbook\*

### Acknowledgment of Receipt of *Handbook*

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

In signing this, I am acknowledging that:

- ☐ 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/>
- ☐ 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 program requirements 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

**\*CMHC students access the 'Acknowledgement of Receipt of Handbook' via the CMHC Moodle Resource site and are responsible for, reviewing, signing, and returning to the OSS Assistant Director of Academic Advising ([kristin\\_grammer@redlands.edu](mailto:kristin_grammer@redlands.edu)) by the add/drop deadline of their first term in the CMHC program.**