

School of Education
Department of Counseling and Human Services

STUDENT HANDBOOK

Clinical Mental Health Counseling Program

For Students Entering in Fall 2021

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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 2021. The information in this handbook does not replace the University Catalog and students are advised to review the catalog for additional detail and guidance.

UNIVERSITY OF REDLANDS ANTI-RACISM STATEMENT

The faculty, administration, and board of trustees of the University of Redlands recognize that racism is pervasive in our society and that no segment of our nation is exempt, including the University. We acknowledge that students, alumni, and employees of the University, especially those who are Black, Indigenous, and Persons of Color, have experienced and have been hurt by marginalization, silencing, tokenism, erasure, and other damaging practices. We recognize that we have not adequately confronted inequities stemming from race and its intersection with other social identities. We unconditionally reject racism in all forms and embrace the institutional change necessary to dismantle systems that perpetuate injustice and inequity.

Knowing that words are powerful when coupled with action, we will be open, transparent, and accountable in the institution's anti-racist initiatives. We will listen and learn from each other and work to hear and amplify the voices of those who have been marginalized, and we will use every opportunity to create lasting change in alignment with these objectives.

We commit to bringing together all constituents to create and implement an anti-racism action plan with specific goals and objectives. Our progress will be measured on set dates and all will be able to inspect, review, and question the outcomes. This process of centering the voices of those who are Black, Indigenous, and Persons of Color is ongoing, and we intend it to be a new and permanent part of our life together.

DEPARTMENT OF COUNSELING AND HUMAN SERVICES (DCHS) MISSION AND VISION

The mission of the DCHS is to prepare ethically and culturally competent counselors and human services professionals. Consistent with the School of Education mission, DCHS graduates have a strong sense of social justice and are able to address issues of diversity, power, equity, and access to care. Students are prepared as community leaders and change agents in local, regional, national, and global contexts.

The vision of the DCHS is to be a responsive and innovative department committed to progressive educational practices and creative training.

PROGRAM PURPOSE AND GOALS

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 counseling professionals. CMHC graduates meet the Board of Behavioral Sciences requirements leading toward California licensure as Professional Clinical Counselors (PCC), Marriage and Family Therapists (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.

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, couples and families to improve their understanding, adjustment, and daily functioning across the lifespan.

The program integrates issues of diversity, social justice, and advocacy into the curriculum. 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 the CMHC 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 (DCHS). The DCHS encompasses master-level study in the School Counseling program, the Clinical Mental Health Counseling (CMHC), Human Services (HS), and the Counseling and Psychotherapy (MCPT) programs. CMHC students are likely to take classes with students in the School counseling program. The DCHS is one of three departments in the School of Education. The other two are the Department of Leadership and Higher Education and the Department of Teaching and Learning.

The DCHS faculty includes six full and part-time faculty and several adjunct (i.e., part-time) faculty who are highly qualified by virtue of their training and experience.

Counseling Faculty (appearing alphabetically)

Yang Ai (Ph.D., Education and Supervision [CACREP accredited], University of Missouri-St. Louis) is an Assistant Professor. For more information about his training, experience, and research interests, visit his faculty [webpage](#).

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Janee Both-Gragg (Ph.D., Marriage and Family Therapy, Loma Linda University) is a Professor and program coordinator for the CMHC program. She is licensed in California both as a Licensed Professional Clinical Counselor and 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 for the Counseling and Psychotherapy program. 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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Conroy Reynolds (Ph.D., Marriage and Family Therapy, Loma Linda University) is a Senior Clinical Professor II and chair of the department. For more information about his training, experience, and research interests, visit his faculty [webpage](#).

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Trent Nguyen (Ph.D., Social Work, University of Texas at Arlington) is a visiting lecturer and program coordinator for the Human Services program. 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 the School Counseling Program Coordinator. For more information about her training, experience, and research interests, visit her faculty [webpage](#).

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PROGRAM REQUIREMENTS

The CMHC program has specific requirements students are expected to complete. The [suggested sequence of courses \(also known as the CMHC Pathway\)](#) depicts for students a recommendation based on full-time academic study. According to federal regulation, full time graduate level study equates to roughly 135 hours of work for each 3-unit course awarded and 90 hours for 2-unit courses (where each unit = 45 hours of work for the “average student”). Students whose circumstances do not permit full-time academic study may adjust their schedule in consultation with the Assistant Director of Academic Advising in the Office of Student Success (OSS) aligned with the DCHS.

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, see the School of Education [Academic Calendar](#).

Practicum

During the second year of the program students will participate in practicum (in the field) experiences that are associated with the CMHC 699 A, B & C course series. Students’ practicum performance will be evaluated by a site supervisor at the field placement site and their CMHC 699 A, B, or C instructor. COVID-19 may impact some of these experiences and associated requirements. Students should make it a priority to attend practicum group advising sessions and consult the CMHC Current Student webpages and the Moodle CMHC Resource Site for updated information. Because practicum and gaining supervised experience 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 CMHC courses 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.

Demonstrating Counseling and Interpersonal Competence

A graduate program in counseling requires that students develop a knowledge of the discipline and threshold levels of clinical, cultural, and interpersonal competence. The latter is monitored throughout the program. During the first term, students will take EDUC 601 The Counseling Process, in which they will be required to earn a grade of at least 3.0 to progress in the program (the course can be repeated as necessary).

Clinical, cultural, and interpersonal competence is evaluated during practicum by faculty who teach CMHC 699 A, B & C and the site supervisor. See the “Student Professional Development Committee” of this handbook (pg. 16) for detailed information regarding the department’s retention and remediation procedures.

Joining Professional Organizations

Students are expected to develop a professional identity through membership in professional associations. These organizations provide professional development opportunities through workshops, seminars, conferences, and professional publications at little to no additional cost outside membership fees. Membership is a statement of adherence to the highest ethical standards and practices in the profession. Discounted student memberships are available in most associations. CMHC students are required to join one national professional organization upon entrance into the program.

Students are required to join the American Counseling Association (ACA; <https://www.counseling.org/membership/join-reinstate>). Note that student membership in ACA provides discounted professional liability insurance, **which is required for practicum**. Students in considering licensure in California as an LPCC or LMFT should also consider joining other organizations such as:

- The California Association of License Professional Clinical Counselors (CALPCC; <https://calpcc.org/membership>)
- The California Association of Marriage and Family Therapists (ACA; <https://www.camft.org/Membership>)

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. CMHC students are eligible to take the CPCE in their 5th term if seeking a master's degree provided they have earned 35 units.

Testing format. The exam is administered three ways. There are advantages and disadvantages to all choices, so collaborate with the Assistant Director of Academic Advising aligned with the DCHS to get a complete understanding of the administration options. The options are:

- Students can take the exam at the University of Redlands (on the main campus) three times yearly. This form of administration costs \$75 per attempt. Exam dates will be determined and posted via an announcement in Moodle. The availability of campus testing is subject to unforeseen circumstances at the university level and/or community level (e.g., lack of available proctors or mandated restrictions resulting from the prevalence of COVID-19).
- Students can take the exam on an individualized date at one of the Pearson Examination Centers located throughout Southern California. The cost associated with this form of administration is \$150.
- Students can take the exam at their home through Pearson OnVue. This form of administration costs \$150. Students will be required to commit to specific environmental regulations to ensure a secure testing site (e.g. functioning computer with a webcam, strong internet connection, and quiet space, etc.).

Registration for the CPCE. Students must complete the [Request form for CPCE Exam Authorization](#) to initiate the registration process for the CPCE exam. Requests for testing authorization are due by the last day of the month in order to be included in the list that is sent monthly (on the 1st of the month) to Center for Credentialing Education (CCE), the testing agency. Students will be notified once their authorization has been sent to CCE. Testing authorizations are valid for six months. Once confirmed authorized by CCE, students will be sent instructions on how to request their Pearson candidate ID. Once the candidate ID is received, the student can proceed with registration for their exam in the desired format.

EDUC 699 CPCE Course. Students are required to enroll in EDUC 699 CPCE through student planning during the term they wish to take the exam. This course is offered as a Credit (CR)/No Credit (NC) course. When students pass the exam, they will receive a CR for the course. If students attempt and do not pass the exam, they will receive an incomplete (I) for the course. The incomplete will remain until the student passes the exam until the student's expected date of program completion.

If a student does not pass the exam by their expected date of program completion, they will receive an NC for EDUC 699, which will be reflected on their transcript. The student will also receive an NC for the EDUC 699 course if they do not pass the CPCE after three attempts, which will be reflected on the student's transcript.

If a student enrolls in EDUC 699 and cannot attempt the test due to extenuating circumstances, they will receive an incomplete (I) for the course until they attempt the exam. At which time, they will receive either a CR or I based on the exam outcome.

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 Academic Advising in the OSS aligned to DCHS 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 OSS.

Students entering the CMHC program in fall of 2021 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. The [Encyclopedia of Counseling](#) by Dr. Howard Rosenthal.
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.

COMMENCEMENT CEREMONY

School of Education students complete program requirements at various points throughout the year. Students may apply to commence in the academic year in which they complete their program requirements as long as they do so by **August 31**. University of Redlands' School of Education commencement ceremony occurs in **April each year** (refer to the academic calendar for the specific date). Students who wish to participate in commencement activities must apply for graduation via [Self-Service Student Planning](#) by **January 31**.

A minimum cumulative GPA of 3.00 (based on a 4.00 scale) in all graduate work taken at the University of Redlands is required to qualify for a degree. Credit for a course graded below 2.0 cannot be applied toward a graduate degree.

If students do not submit a plan by January 31, the student will be **ineligible to participate** in the commencement ceremony. Students can review [Graduation Requirements](#) to assess their eligibility and instructions on how to submit their evidence/plan.

STUDENT SUPPORT RESOURCES

Several services in the School of Education and on the University of Redlands campus are available to students should one need academic, career, and/or social-emotional support. ***Please note that all UR faculty are mandated reporters and are bound by the limits of confidentiality. If someone is hurting or planning to hurt a student, if a student is hurting or planning to hurt themselves, or if a student is hurting or going to hurt someone else, UR faculty are required to report this information to university personnel.***

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

The School of Education's Office of Student Success ([OSS](#); 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; NUH 126B, 909-748-8817).

Program Advisement: The OSS is available for academic advisement in collaboration with department faculty and will assist with student planning throughout the program.

Practicum Oversight: The OSS works with students to secure practicum placements and assists the program coordinator, CMHC 699 instructor, and site supervisors with monitoring students' progress.

Career Placement Services: The OSS supports students in applying for career opportunities during and after graduation from the University of Redlands in collaboration with [the Office of Career and Professional Development](#) (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.

Electronic Tools and Resources

Current Students Program Webpage.

The School of Education has program webpages for all active students. During your academic program, you will be expected to be knowledgeable about program requirements, practicum requirements, handbooks, important deadlines, registration periods, graduation requirements, etc. Information regarding your academic program can be found in the [Current Students webpage](#) for the Clinical Mental Health Counseling program.

When accessing this resource, you will need to use your Redlands' credentials: `firstname_lastname`

[Need help accessing the webpages? Click here](#)

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) 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>

The Counseling Center

The [Counseling Center](#) is the primary mental health clinic for the University of Redlands. It is committed to providing a supportive space for everyone and offers crisis counseling services to graduate students. To schedule an appointment, call 909-748-8108. For after-hours crises, call 909-748-8960. The Counseling Center is located in the Student Development Center on the lower level of Armacost Library.

The Office of Career and Professional Development

To help individuals successfully transition from student to professional life, the University of Redlands' [Office of Career & Professional Development](#) (OCPD) offers comprehensive preparation to give students an edge in the real world. Students can utilize coaching and instructional tools while gathering valuable referrals to assist in an increasingly competitive and network-oriented market. Students can learn the importance of communication and other employment-related skills in preparation for the next step forward.

Office of Equity and Title IX

The University of Redlands is committed to providing a safe learning environment for all students 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.

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, 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

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

Student Food Support Pantry

For anyone facing food insecurities, the [Student Food Support Pantry](#) is a resource that is available to all established full and part-time University of Redlands students. The Pantry is located on the west side of The Orton Center in the Mt. Harrison Room. Check the website linked above for hours.

Student Financial Services

Students are encouraged to communicate with an advisor in [Student Financial Services](#). An advisor is available to guide students as they determine how to utilize their financial aid funding. Students will have diverse financial needs, and their chosen track may present financial challenges that can be managed through the assistance of an advisor and proper planning. The physical office is located in

the Willis Center.

University Bookstore

If students have any questions about textbooks or regalia they would like to purchase or rent, please contact the University Bookstore Textbook Manager, Brittani Morris, at brittani_morris@redlands.edu or (909)748-8950.

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 departmental faculty may develop a remediation plan 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 or staff, substantiated reports by other students, substantiated reports by field supervisors)
- Consistent failure to comply with class requirements, including meeting of established deadlines
- Persistent conflict with classmates or colleagues

Issues of 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
- 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 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 3.0 (including “no credit” and “no pass” grades).
4. Student fails the CPCE.
5. Student has engaged in behavior that violates institutional policy, including ethical expectations.
6. Student has previously referred to the Student Professional Development Committee (SPDC).
7. Student is placed on academic warning/probation.

These biannual reviews are based on 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 one or more of the full-time faculty.

Specific areas discussed during bi-annual student reviews include:

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

The DCHS 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 a 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 his/her ability to succeed in the program and satisfactorily meet expected levels of competency. Receipt of this rating will lead to an SPDC referral.

Some students referred to the SPDC may receive a letter of concern or an invitation from faculty to discuss ways to better ensure their success. Others will meet with the SPDC to develop a remediation plan. That plan may include taking additional classwork or repeating particular courses and clinical 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 intends to maximize the likelihood of the student resolving the identified problems successfully within a timeframe specified in the plan. Failure to meet stipulations identified in the remediation plan may result in the removal of the student from the program.

GRIEVANCE PROCEDURES

Every graduate student has the right to:

- Freedom from unfair treatment by faculty or administration
- Due process in the conduct of any proceedings that affect the student's progress in the program

- Petition for the redress of grievances without fear of retaliation

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

Disputed Grades

The most current [University Catalog](#) provides an overview of the process students are to use if they wish to dispute a grade.

ACADEMIC POLICIES

The Department of Counseling and Human Services expects students to abide by specific policies, and students are bound to the policies described in the [University Catalog](#). Because of their importance, the following policies also are presented here for students' ready access.

Changing Class Sections

Students should take extra care in selecting their courses. Changes may be made to course selections before the close of self-registration, which is one week before the term's start date. After this advertised date, **section changes will only be made by the Assistant Director of Academic Advising aligned with the DCHS in consultation with the program coordinator. Section changes will only be made based on the following reasons: class loads, scheduling conflicts, scheduling errors, or improper placement of a student. Changes based solely on instructor preference will not be considered.** If a student is interested in changing to a different section of the same course, they must: a) discuss moving to a new section with their current instructor, b) ask the new instructor for permission to be added, and c) contact the program coordinator through email. Should the change be granted, students must collaborate with the Assistant Director of Academic Advising aligned with the DCHS.

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 regarding the requirements of financial aid programs.

Continuous Enrollment

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

Credit Obsolescence

No course that has been completed more than six years before the date of graduation for master's students shall be counted toward a University of Redlands' graduate degree. Students who do not complete their degrees within the six-year completion limit may apply for a degree extension (subject to fees), up to a maximum of two years (total of eight years from the original matriculation date in the degree program). Students in programs that have been eliminated or drastically changed may be

required to complete the degree requirements in place at the time of an approved degree extension. For more information regarding credit obsolescence, see the [University Catalog](#).

Leave of Absence

Graduate students who need to interrupt their studies through a leave of absence should discuss their request with the Assistant Director of Academic Advising aligned with the DCCHS and complete a leave of absence request, which they can obtain from the [School's Key Student Forms](#) page.

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. It is not given for poor or neglected work. If no alternate grade is provided, a grade of 0.0 or NC, as appropriate, is recorded automatically on the incomplete deadline date.

It is incumbent upon the student to work with their instructor to complete any outstanding assignments. For students in the School of Education, the deadline to make up an incomplete grade is eight weeks from the course's end date.

Graduate Academic Standing

A minimum cumulative GPA of 3.00 (based on a 4.00 scale) in all graduate work taken at the University of Redlands is required to qualify for a degree. A student whose cumulative GPA falls below 3.00 at the end of any term will be placed on probation and allowed one term to restore the cumulative grade point average to 3.00. Any student who fails to restore their cumulative GPA to 3.00 at the end of the probationary period will be academically disqualified. Academic disqualification also occurs if a student receives one grade of 0.0 or two grades of 1.0.

Credit for a course graded below 2.0 (under the numerical grade option) cannot be applied toward a graduate degree. However, the course may be retaken with the second grade determining acceptability toward both the degree and the grade point average. The first grade will remain on the student's permanent record but will not become part of the cumulative grade point average. Academic credit will not be issued for repeated courses and the units will not be reflected on the student's University of Redlands' official transcript.

Students receiving financial aid at the University of Redlands must maintain satisfactory academic progress. Refer to the [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 the required style. Students are responsible for using the most current (7th) version of the manual. Here is a useful [primer](#) concerning APA style.

Comportment and Conduct

CMHC students are expected to behave professionally during class, interactions with other students and faculty, and in contexts in which they reasonably could be understood to represent the University of Redlands. See the "Student Professional Development Committee" in this handbook for a more elaborate list.

Students are held to the University of Redlands School of Education [Code of Student Conduct](#). It provides some detail about the expected standards of behavior, the processes that are to be followed in the event of a violation (or suspected violation) of those policies, and the possible sanctions. (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 read these academic policies carefully.

School or Program Compliance with Disability-Related Legislation

Any student who believes that they have a specific complaint regarding the University's compliance with disability-related legislation should follow the appropriate [procedures](#).

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 through University of Redlands Counseling and Support Services 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 or Clinic Director 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. Students volunteering at FRC during their first year, carrying the required malpractice insurance, having completed a minimum of 18 units may be approved to work with and assigned one or more clinical cases. However, RFC is currently considered a secondary site in that it would be insufficient on its own to meet the practicum hourly requirements students need to 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 Counseling Practicum

2021 - 2022

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 they have 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 facilities, hospital settings, schools, colleges, universities, non-profit agencies, 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).

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).

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.
 - 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 counselor trainees ‘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 organizations, non-profit agencies, medical and psychiatric hospital settings, schools, or institutions. Different agencies can require specific background checks, medical records, etc., for clinical counselor trainees 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. All new partnerships must be in place prior to the Fall self-registration period. Refer to the academic calendar for specific dates.

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 clinical counselor trainees 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.

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, clinical counselor trainees 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. A list of vetted sites is available via Moodle for students to review. Students should visit various options online to explore the nature of the site and the populations they serve.

Students apply to the sites in which they are interested, recognizing that each site is likely to have its own application process and 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 a clinical interview. Job interviews in the counseling profession vary significantly from interviews for other types of careers. Reviewing the materials available to you in advance of your interview will support your efforts in successfully securing a practicum site.

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 a site agreement approved by the OSS.

Practicum at Employer site

Practicum at a student's place of employment would be very unusual and is discouraged. Students may be approved via an official OSS appeal process to earn clinical hours at their place of employment 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). Each student request will be individually evaluated. It is the student's responsibility to demonstrate how the setting and activities align to the populations and domains of clinical mental health counseling. They must also provide evidence of how unbiased site supervision (i.e. avoiding dual roles) as well as a breadth of diverse training can occur in an already familiar setting. The student must propose a site supervisor that does not have line authority and provide a copy of the proposed site supervisor's CV/resume.

The student's place of employment must be established as an approved clinical partner and have an agreement on file with the University of Redlands by the established deadline. The formal appeal and all supporting materials are required before the student's request will be considered. The appeal decision will be communicated to the student by the OSS. The student is responsible to meet all other established deadlines for the intended term.

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

1. Review [Policy for Earning DCHS Clinical Hours at an Employer Site](#).
2. Submit a [formal appeal to the Office of Student Success \(OSS\)](#).
3. Email supporting materials for the appeal to the OSS (oss@redlands.edu), including:
 - a. [Application to Earn DCHS Clinical Hours at Employer Site](#)
 - b. Statement demonstrating how the setting and activities will foster student's development as a counselor. The setting and activities must be in alignment with the Board of Behavioral Sciences Standards and Guidelines.
 - c. CV/resume of proposed site supervisor.

A decision will be rendered within 14 days of receipt of all materials. It is not guaranteed that the

student's application will be approved. If approved, the student must have an approved practicum agreement on file before beginning any clinical hours at their place of employment.

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. Counselor trainees are responsible to complete and submit their CMHC practicum agreement by the stated deadline.

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

Counselor trainees 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 the counselor trainee's practicum hours and complete the evaluation process.

Practicum Site Orientation

Counselor trainees 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 counselor trainee to become acquainted with other stakeholders at the site and will provide a necessary site protocols and procedures. Counselor trainees 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 counselor trainees 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 16 for more information.

Payment for Services

CMHC counselor trainees 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 clinical counselor trainees are required to carry professional liability insurance in the amount of \$1,000,000 per incident/\$3,000,000 aggregate per year. Counselor trainees 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>

Counselor trainees 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

Counselor trainees 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 counselor trainee 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 may 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