

UNIVERSITY OF REDLANDS SCHOOL OF EDUCATION

CLINICAL MENTAL HEALTH COUNSELING HANDBOOK

2025-2026



Introduction

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 2025. The information in this handbook does not replace the University Catalog and students are advised to review the catalog for additional detail and guidance.

All materials pertaining to the practicum experience, including forms and deadlines, are posted to the [Clinical Mental Health Counselor Resources Webpage](#). Candidates are expected to read through this handbook and related materials. Students are hereafter referred to as candidates.

School of Education Mission and Values

Vision

- Inspire more justice-related dialogue and action.

Mission

- Strengthen social and educational justice through student, staff, and faculty engagement.

Social Justice Principles

- Advocate practices that emphasize equity and democracy for all.
- Promote diversity of people, thought, experience, and expression.
- Lead systemic change.

Educational Justice Principles

- Champion educational accessibility for all.
- Encourage inclusive education through diverse learning, teaching, and scholarship.
- Model self-awareness as a foundation for growth and change.

DCHS Mission and Values

Vision

- Be a responsive and innovative department committed to progressive educational practices and creative training.

Mission

- 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.

CMHC 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, psychiatric hospitals 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 graduates with a well-developed counselor identity 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.

University of Redlands Anti-Racism Statement

The [University of Redlands Anti-Racism Statement](#) acknowledges that 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.

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 reach out to [Academic Support and Accessibility](#) in the Student Success Center.

DCHS Grievance Procedure

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 as outlined in this handbook.

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), 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 four 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](#). Email: yang_ai@redlands.edu



Jane 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 Professional Clinical Counselor (LPCC) and Marriage and Family Therapist (LMFT). For more information about her training, experience and research interests visit [her faculty webpage](#). Email: jane_bothgragg@redlands.edu



Dreana Holloway (Ph.D. Education and Supervision [CACREP accredited], Capella University) is Assistant Professor. She is licensed in NC as a K-12 School Counselor. For more information about her training, experience and research interests visit [her faculty webpage](#). Email: dreana_holloway@redlands.edu



Conroy Reynolds (Ph.D. Marriage and Family Therapy, Loma Linda University) is a Senior Clinical Professor II. For more information about his training, experience and research interests visit [his faculty webpage](#). Email: conroy_reynolds@redlands.edu

Program Overview

The [program requirements for the CMHC program](#) are outlined in the University Catalog. Students may also find the Cumulative Review Exit Requirements at the end of this Handbook in Appendix B.

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

Pathways

The course progressions, called pathways, are available on the [CMHC Resources webpage](#).

Courses are provided in three, 14-week semesters per year (Fall, Spring, and Summer) with breaks between each. For more specific information, see the School of Education [Academic Calendar](#).

The suggested sequence of courses is the 2-year pathway, which depicts a recommendation based on full-time academic study (defined below). Students whose circumstances do not permit full-time academic study may opt for the 3-year pathway.

According to federal regulation, full time graduate level study equates to 45 hours of work for the "average student." This is equivalent to approximately 135 hours of work for each 3-unit course awarded and approximately 90 hours for each 2-unit course awarded.

Mid-program adjustments should occur in consultation with the CMHC Program Coordinator and the Student Success Advisor.

Notice that students take more academic units during their first year than during their second to accommodate the time demands of being in practicum, which is approximately 15-20 hours per week. 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.

Registration

Note that the pathways provided are the only ways in which the program guarantees completion in the timeline listed. Students are expected to be continuously enrolled until the time of degree completion.

Graduate students who need to interrupt their studies through a leave of absence should discuss their request with their [Student Success Advisor](#). Ahead of taking a leave of absence, students should review the policy for credit obsolescence outlined in the [University Catalog's Academic Standards](#).

Students should take care in selecting their courses. Changes may be made to course selections before the close of self-registration, consistent with the dates listed in the School of Education [Academic Calendar](#).

After this advertised date, course changes are not permitted. However, section changes may be permitted and only for 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.

Even so, the change may only be made via special circumstance processing. If a student must change to a different section of the same course, they must follow the special circumstance process below:

1. Inform their Student Success Advisor of intent to change sections,
2. Discuss moving to a new section with their current instructor,
3. Ask the prospective instructor for permission to be added, and
4. Contact the program coordinator through email.

Should the change be granted, students must collaborate with their Student Success Advisor on processing the change.

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. Students should refer to individual faculty syllabi for specific course attendance policies.


Grades and Academic Standing

Students are expected to maintain the minimum cumulative GPA and course GPA for graduate work taken at the University of Redlands to qualify for a degree. Refer to the [University Catalog's Academic Standing](#) for more information.

The most current [University Catalog's Grading System](#) provides an overview of the process students are to use if they need to request an incomplete grade.

The most current [University Catalog's Academic Review Board \(ARB\)](#) provides an overview of the process students are to use if they wish to dispute a grade.

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.

Professional Identity

While enrolled, students are encouraged to participate as fully as possible in the intellectual life of their discipline and of the School and University community to better enhance the establishment of their professional identity.

Clinical Counselor Performance Standards

Candidates in the Clinical Mental Health Counseling program will utilize the [Board of Behavioral Sciences \(BBS\) Statutes and Regulations](#) and the [American Counseling Association \(ACA\) Code of Ethics](#) to establish objectives and guide their practicum. Candidates will establish goals and will be evaluated based on these standards. The standards primarily center on the following:

- Clinical Skills
- Crisis Intervention Skills
- Professionalism
- Interpersonal Skills
- Cultural Competence
- Supervision and Feedback
- Self-Assessment and Professional Development
- Knowledge and Application of Theoretical Framework

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. One primary area of growth is within EDUC 601 The Counseling Process, in which students 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 throughout the program including during practicum by DCHS faculty, instructors who teach CMHC 699 A, B & C and the practicum Site Supervisor. See the “Student Professional Development Committee” of this handbook (Appendix A) for detailed information regarding the department’s retention and remediation practices, policies and procedures.

Comportment and Conduct

Students are held to the [Code of Student Conduct for Graduate Students](#). 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. See the “Student Professional Development Committee” (Appendix A) in this handbook for additional information.

Note also that students are expected to follow the academic honesty definitions, procedures, and sanctions presented in the [University Catalog's Academic Honesty Policy](#). It is the responsibility of each student in the program to read these academic policies carefully.

Candidates are expected to always conduct themselves in a professional manner and maintain professional relationships with on-campus and off-campus constituents. Candidates 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 represent the University of Redlands, such as practicum.

Candidates are expected to be responsible and ethical in their use of technology. They must ensure the safety and well-being of those they serve, meet their individual needs, and maintain confidentiality with information.

Classroom Community. In many of the CMHC courses students are expected to take on the roles of therapist, client, supervisor, and/or supervisee during classroom role. During such role plays and classroom practice sessions, students may choose to disclose personal information to facilitate the training process. Students are encouraged to share only what they feel comfortable disclosing.

All students in the classroom community should arrive with the commitment to uphold the sanctity of the classroom community that such shared personal information will be respected and honored in a confidential way.

Professional Organization Affiliation

CMHC students are required to join one national professional organization by the end of their first semester. Membership in professional associations contributes to the development of a professional identity. 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.

Professional Associations:


[California Association of License Professional Clinical Counselors](#)

[California Association of Marriage and Family Therapists](#)

[American Counseling Association](#)

Professional Liability Insurance. Many memberships to the organizations listed above, and others, include discounted professional liability insurance, which is required prior to beginning practicum. Students often obtain it through the [American Counseling Association](#) as insurance is included as a [benefit of membership](#).

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.

Counselor trainees must submit proof of current liability insurance to [The Office of Licensure and Credentialing](#) before starting a practicum placement using the [Practicum Eligibility Form](#).

Practicum Overview

During practicum, you will engage in practical, relevant, and meaningful experiences in a clinical setting. Practicum is your opportunity to observe the workings of counseling sites, apply the knowledge gained in the classroom, and continue to develop your counseling practice through supervised clinical experience. You are strongly encouraged to immerse yourself in the hands-on learning processes – learning beyond what’s simply required is essential for professional and personal growth.

Candidates are expected to start practicum in their final year of the program (2nd Fall term for 2-year track; 3rd Fall for 3-year track). Students must enroll in 699A, B, and C to see clients off site. The exception to this is for those continuing work at their approved sites between terms (i.e., in December and April). Those who fail to complete all required hours in three semesters will be required to register in CMHC 699D until hours are completed.

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

Practicum Roles

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

Clinical Counselor Trainee or Candidate: The University of Redlands’ Clinical Mental Health Counseling student within the practicum environment.

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.

- **Class Session Support:** Practicum course instructors are expected to review materials and provide feedback to the candidate. Candidates should receive feedback on their progress throughout the course, with opportunities to discuss and improve if necessary. Feedback on how to best identify opportunities, meet established goals, and/or navigate barriers at the site or with the candidate's Site Supervisor can be discussed.
- **Practicum Form Completion:** Practicum course instructors are responsible for reviewing and approving candidate practicum forms, including practicum goals and evaluation.

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

- **Site Orientation:** Site Supervisors must provide candidates with an orientation to the site, covering policies, procedures, and emergency protocols. They should ensure candidates will have a qualified substitute Site Supervisor, if needed.
- **Goal Setting:** Site Supervisors will help candidates set personal and professional goals based on their aspirations, experiences, and site needs. They will work with their candidate to identify practicum goals and identify activities that will aid the candidate in achieving those goals.
- **Session Observations:** After an initial period, candidates will conduct their own individual or group counseling sessions while being observed by their Site Supervisor. The Site Supervisor may attend the sessions or review recordings to provide feedback. This direct observation of the candidate's work is critical in providing the feedback necessary to hone the candidate's counseling skills.
- **Supervision:** One hour of supervision must be provided for every 5 hours of client contact.
- **Hour Monitoring:** Site supervisors will review and approve student hour tracker logs.
- **Performance Evaluations:** Site Supervisors will conduct a formal evaluation of their candidate's progress and performance at the end of the semester.

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).

Requirements to Advance to Practicum

Candidates *must have the following completed* to advance to practicum:

1. Successful completion of the following courses (or approved equivalency):

- EDUC 601 The Counseling Process (3) (with a grade of at least 3.0)
- CMHC 610 Sociocultural Counseling and Intervention (3)
- CMHC 613 Counseling Law & Ethics (3)
- EDUC 680 Human Development Across the Lifespan (3)
- EDUC 653 Theories of Counseling & Psychotherapy (3)
- EDUC 655 Counseling Systems (3)
- CMHC 615 Group Psychotherapy & Counseling (3)

2. Proof of Professional Liability Insurance

Candidates must have proof of individually contracted/purchased professional liability insurance and maintain coverage throughout the practicum experience. Professional liability insurance is a common benefit that professional associations, such as the American Counseling Association (ACA), offer to members at little to no additional cost. Visit the specific association for additional membership and application information.

3. A valid Certificate of Clearance for the entirety of practicum.

4. A current Curriculum Vitae (CV) or Resume

It is advisable that students visit the Office of Career & Professional Development (OCPD) so that they can obtain help and feedback on their curriculum vitae (CV) and cover letter(s).

5. Completion of the Practicum Eligibility Form by posted deadline

All students must submit the [Practicum Eligibility Form](#) along with all pre-practicum requirements to be eligible to begin their practicum. The deadline to submit is approximately midway through the semester before beginning practicum. For exact dates, visit the [Practicum](#) webpage.

6. Approval from the Office of Licensures and Credentialing

Choosing a Practicum Site

Candidates are responsible for identifying and confirming their own practicum site and Site Supervisor for each semester enrolled in practicum.

Candidates are expected to explore possible practicum sites early in the program. Students should visit various options online to explore the nature of the site and the populations they serve. 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.

While engaging in the first year of the program, begin to consider your areas and populations of interest within counseling and how your practicum experience may align with your professional and personal goals.

You can begin to identify your professional and personal goals by:

- Attending webinars and professional development events
- Discussing your interests with faculty and other counseling students
- Utilizing the [Office of Career and Professional Development's](#) resources and services
- Exploring resources available through community partners and professional organizations

Students nearing the end of their first year should begin reaching out to inquire about practicum interview process and dates. Be aware that each site is likely to have its own application process and deadlines. Most sites will have a minimum of one interview stage of the interview process. Job interviews in the counseling profession vary significantly from interviews for other types of careers. Appendix C (at the end of this handbook) has suggested tips for preparing for a clinical interview. Reviewing the materials available to you in advance of your interview will support your efforts in successfully securing a practicum site.

Per the Board of Behavioral Sciences' Statutes and Regulations, all sites must meet the practicum site requirements, and all supervisors must meet the Site Supervisor requirements. These are outlines below, as well as on the [Guidance for Clinical Site Supervisors page](#).

Site Requirements

The supervised practicum experience facilitates the development of CMHC counselor trainees' clinical competence and professionalism. The practicum site 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. Sites must meet all requirements as listed in the January 2020 [Board of Behavioral Science's \(BBS\) Statutes and Regulations](#) 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.

All practicum partnerships require a formal Memorandum of Understanding (MOU) between the University of Redlands and the site. The signing of an MOU takes additional time, as they are often subject to legal review. Please refer to the [Active Partnership List](#) for a list of current partners. 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.

Candidates seeking a site NOT on the [Active Partnership List](#) must request partnership using the [Partnership Interest Form](#) at least 3 months before the anticipated start of the practicum placement. All new partnerships must be in place prior to the Fall self-registration period.

Criteria that are used in determining site eligibility include at least the following:

- The site may not be a private practice setting.
- The site may not be a for-profit practice setting.
- The site must conduct in-state (i.e., California-based) services.
- 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 availability of supervisors who are qualified as specified below and who work on-site.

Site Supervisor Requirements

A 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](#) 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).

Practicum at Workplace

Practicum at a student's place of employment would be very unusual and is discouraged. Students may be approved via an official DCHS 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.

Candidates seeking to earn hours at their place of employment must submit a [Workplace Fieldwork/Practicum Proposal](#).

This Workplace Fieldwork Proposal is an additional requirement and does not replace any other required forms, such as placement forms, eligibility forms, or site agreements. With this approval, you may now proceed with submitting all other necessary documentation.

OLC will ensure proper material submission and materials will be presented to the Program Coordinator and considered by the DCHS. If the appeal is approved, details and contingencies of the approval will be determined at the time of the appeal and are at the discretion of the department. Note, the approval may include a limitation to a distinct number of hours at the place of appointment.

Regardless of approval, the candidate may not begin hours until the Site Supervisor has submitted the Practicum Agreement Form and a fully executed partnership agreement is in place between the University of Redlands and the site.

Final Steps Before Beginning Practicum

Students must wait until their CMHC 699A support course starts to begin hours at a site, including training or orientation. Once a candidate has confirmed their practicum site, the following must take place:

Practicum Site Agreement

The candidate must provide their confirmed Site Supervisor with the Practicum Site Agreement Form link, so they may review supervisor expectations and provide details about themselves and their site (<https://uredlandscentral.etrive.cloud/?isAnonymous=true#form/428>). The counselor trainee is responsible for having their qualified site supervisor submit the form.

All clinical mental health students who are beginning or continuing in practicum will need to have their Site Supervisor(s) complete this Practicum Site Agreement Form. This form should be completed each semester, including if you are continuing with the same Site Supervisor, as they must confirm their agreement for another semester.


This form should be completed no later than the Final Day to drop classes for the 14-week period of each semester enrolled in practicum. If you start a placement late, please have your Site Supervisor complete this form as soon as possible before you continue with your placement.

By completing the form, the Site Supervisor is verifying that they agree to take part in the candidate's practicum experience. It sets the understanding between the University of Redlands and the Site Supervisor for the semester.

Once this form has been submitted by your Site Supervisor, you will receive an email with confirmation that your Site Supervisor has successfully submitted the Practicum Site Agreement Form. The Office of Licensures and Credentialing (OLC) will then review your site and Site Supervisor against the requirements and will provide additional information regarding eligibility to continue at this site.

The counselor trainee is not permitted to count practicum hours at the site, including orientation or training, without a signed agreement approved by the OLC. You should not continue at this site without formal approval from OLC. Counselor trainees will be notified once the practicum site agreement is approved. If you have not heard back within a reasonable timeline, please feel free to reach out at olc@redlands.edu.

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 the necessary site protocols and procedures.

Practicum Goals

Counselor trainees are required to establish goals within the first two weeks of each semester of practicum, which are in alignment with the ACA and/or Board of Behavioral Sciences (BBS). Goals are initiated by the counselor trainee using the CMHC Practicum Goals Form. The form will then be routed to the trainee's site supervisor. Both the student and site supervisor will receive a pdf version of this form upon completion.

Practicum Policies

Once you have begun practicum, students are expected to adhere to all practicum policies as outlined below:

Practicing as Trainees

- A. The candidate will not 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.
- B. 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. This is typically done at the beginning of the initial session as you are introducing yourself.
- C. Before recording the session (audio or video), Clinical Mental Health Counseling candidates are required to secure a [Permission to Record Form](#) from the counselee. If the counselee is a minor, the parent must sign the **Permission to Record** form. The **Permission to Record** form should be kept on file with the site, and the candidate must maintain a copy. All recordings must be maintained using a secure, confidential platform.
- D. Candidates will work with their Site Supervisor to prepare for the transition to conducting sessions on their own. It is at the discretion of one’s Site Supervisor, in alignment with individualized approach to training, within the individual context, to determine the appropriate time to take on clients independently.
- E. When conducting home visits, candidates must follow the policies and procedures outlined by their site. Candidates are not allowed to conduct home visits alone and must do so in pairs or as a team. Candidates must abide by health and safety precautions outlined by the Site Supervisor or field site policy.

Professionalism

- F. The candidate will adhere to the schedule agreed upon with the Site Supervisor. The candidate will arrive at their site prepared.
- G. The candidate will arrive at their placement site in professional attire and conduct. The candidate will follow the dress code policy of the site/district.
- H. While conducting practicum, 100% attendance is expected from the candidates. The candidate can be absent up to 5 days due to illness or emergency. However, practicum hours must be made up from all absent days. If the candidate misses more than 5 days, or absences become a disruption, the candidate will be removed from their placement.
- I. In the event of an absence, candidates need to notify their Site Supervisor.

Evaluation

- J. Attaining learning objectives requires ongoing performance feedback that will be provided by Site Supervisors as well as by peers and faculty during class sessions.
- K. The candidate will engage in frequent dialogues with the Site Supervisor to receive direction and guidance. While many will be brief and informal, some will be lengthy. Candidates will be formally evaluated by their Site Supervisor at the end of the term.
- L. All evaluations will become part of the candidate's student file. These documents are not available to hiring officials. The candidate should keep copies of all evaluation forms for their own records.
- M. 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 Appendix A for more information.
- N. If a candidate engages in acts that result in suspension of clinical practice or dismissal, the School of Education will investigate. Egregious violations may result in an expedited dismissal from the counselor preparation program and/or placement.
- O. The Site and the University will provide the candidate with a fair process in the case of a dismissal, except when safety or compliance require immediate removal. This will include fair notice to the candidate of the cause, and an opportunity to be heard and respond to the charges before a decision is made.

Mandatory Reporting

The California Child Abuse and Neglect Reporting Act (CANRA) states that a clinical counselor trainee, as defined in subdivision (g) of Section 4999.12 of the Business and Professions Code, is considered a mandated reporter.

According to [the joint consensus of California Department of Social Services, the California Department of Health Care Services, and the Office of the California Surgeon General](#), "Mandated reporters who, in their professional capacity or within the scope of their employment, have knowledge of or observe a child whom the mandated reporter knows, or reasonably suspects, has been the victim of child abuse or neglect must immediately, or as soon as practicably possible, report the information by telephone to Child Protective Services or an appropriate law enforcement agency. The California Penal Code (PC 11165.6) defines child abuse or neglect as any of the following:

- Physical injury or death inflicted upon a child by non-accidental means;
- Willful harming or injuring of a child or the endangering of the person or health of a child;
- Willful infliction upon a child of cruel or inhuman corporal punishment or injury;
- Sexual abuse or exploitation of a child; and/or

- Neglect of a child by a parent or caretaker, including failure to provide adequate food, clothing, shelter, medical care, or supervision.

For more information, training, and reporting guidelines, visit:
<https://www.cde.ca.gov/ls/ss/ap/childabusereportingguide.asp> and
<https://mandatedreporter.ca.com/>

Title IX

The University of Redlands is committed to providing a safe learning environment for all students that is free of all forms of discrimination, sexual misconduct, and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If the candidate (or someone the candidate knows) has experienced or experiences any of these incidents, they should know that the University of Redlands has staff members trained to provide support in navigating campus life, accessing health and counseling services, providing academic accommodations, no contact orders, and more.

Please be aware that all University of Redlands faculty members and advisors are “responsible employees,” which means that if the candidate shares about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, faculty must share that information with the Title IX Coordinator. Although faculty and advisors have to make that notification, the candidate will control how their case will be handled, including whether or not they wish to pursue a formal complaint. The candidate should be informed to make sure they are aware of the range of options available and have access to the resources.

The University of Redlands prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator. The notice of nondiscrimination is located on the University’s Title IX webpage, [here](#).


To report an incident, the candidate can contact the following:

- titleix@redlands.edu
- 909-748-8916

Candidates are Required to Report Legal Issues

Promoting the safety of children and maintaining integrity of the profession is a priority. Candidates must report charges, arrests, and convictions to the School of Education immediately. Reports should be made in writing to the [Office of Licensures and Credentialing](#). Upon receiving the disclosure, the School of Education will perform an investigation of the conduct giving rise to the charge, arrest, and/or conviction, and after completing the investigation, the School of Education will determine whether some form of disciplinary action is warranted. Failure to self-report may result in suspension or dismissal.

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 their [Student Success Advisor](#).

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.

Practicum Hour Requirement Overview

Each of the University of Redlands' Clinical Mental Health Counseling pathways has a practicum component. The required details of practicum hours vary based on the candidate's pathway.

Practicum requires a substantial time commitment: an average of 15 –20 hours per week, inclusive of supervision time.

While enrolled in CMHC 699A/B/C courses, candidates must make progress toward the following hour requirements based on their program pathway:

MA CMHC-Only	MA CMHC + MFT Specialization	MA CMHC + Child & Adolescent Specialization
450 Total Hours of Practicum	450 Total Hours of Practicum	450 Total Hours of Practicum
<ul style="list-style-type: none"> • A minimum of 450 practicum hours spanning direct and indirect hours. • 280 of the 450 practicum hours completed must be direct client contact hours (for Fall 2024 starts) • 300 of the 450 practicum hours completed must be direct client contact hours (for Fall 2025 starts) 	<ul style="list-style-type: none"> • A minimum of 450 practicum hours spanning direct and indirect hours. • 280 of the 450 practicum hours completed must be direct client contact hours (for Fall 2024 starts) • 300 of the 450 practicum hours completed must be direct client contact hours (for Fall 2025 starts) • A minimum of 40 of the direct client contact hours must be relational hours, but up to 500 relational hours can count toward MFT state licensure. 	<ul style="list-style-type: none"> • A minimum of 450 practicum hours spanning direct and indirect hours. • 280 of the 450 practicum hours completed must be direct client contact hours (for Fall 2024 starts) • 300 of the 450 practicum hours completed must be direct client contact hours (for Fall 2025 starts)

One hour of supervision must be provided for every 5 hours of client contact. One hour of supervision is defined as 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.

Direct vs. Indirect Contact Hours

The chart below provides examples of possible activities that qualify as direct and indirect contact hours. Since this is not an exhaustive list, candidates should consult with the program coordinator for clarification on what constitutes direct versus indirect contact hours.

Direct Contact Hour Activity Examples	Indirect Contact Hour Activity Examples
<ul style="list-style-type: none">• Individual counseling• Group counseling (co-facilitating or leading)• Providing referrals/resources in-person, via video, or via telephone directly to counselees, caregivers, or families• Crisis intervention and/or assessment• Conducting assessments/tests• Leading webinars• Consultations	<ul style="list-style-type: none">• Supervision of the site supervisor• Administrative tasks (e.g., e-mails, phone calls, clerical duties)• Documentation process (e.g., writing reports, progress notes, and process notes)• Treatment planning• Case management• Engaging in interdisciplinary team or staff meetings• Attending workshops and site-sponsored training sessions• Psychoeducation• Outreach programming

Relational Hours

Relational hours is a term used in affiliation with the MFT specialization. Relational hours are a sub-category of direct client contact hours.

Relational hours are hours working on relational dynamics. While these are most seen in children/parents, families, and couples, it can also be accomplished working with individuals through a relational lens, such as addressing roommate issues, workplace relational issues, marriage/divorce, anger management, etc.

Documenting Practicum Hours

It is the responsibility of each counselor trainee to document their practicum hours in keeping with OLC policy and procedure and to submit for approval by their site supervisor. The counselor trainee is required to ensure all practicum related items are completed each semester in order to receive a passing grade in the practicum class.

Practicum Forms

Before and during each practicum semester, candidates are responsible for submitting the required practicum forms. At the conclusion of each practicum semester, candidates must ensure that all logged hours and practicum forms have been fully approved.

Milestone	Form to Submit	Submitter	Form Workflow
You are preparing for practicum eligibility.	Practicum Eligibility Form	Student	This form is for all students advancing to practicum for the first time and requires an upload of pre-practicum requirements. No student should begin practicum without receiving approval via the Practicum Eligibility Form.
You have your placement confirmed and are starting with your Site Supervisor.	Practicum Site Agreement Form	Site Supervisor	Once your Site Supervisor is confirmed or finalized, you will provide them with the Practicum Site Agreement Form link to complete at the beginning of <u>each</u> practicum semester. If you are continuing with the same Site Supervisor, you will provide them again to confirm their agreement for another semester.
You have started your practicum placement.	CMHC Practicum Goals	Student, then Site Supervisor	After starting at your site, you will complete the form and send it to your Site Supervisor. Upon their completion, it will be sent to your practicum course instructor for approval. Once approved by your practicum course instructor, you will receive a PDF copy from Etrieve.
You have started completing hours at your site.	CMHC Practicum Hour Log	Student	One practicum hour log should be submitted each week. You will log your practicum hours for each week on the same form and submit to your site supervisor for approval. Once submitted, your site supervisor will receive an email with a link to your submitted form to approve. Please consult with your site supervisor if you are not seeing hours approved on your forms.
You have reached the end of the semester.	CMHC Final Evaluation	Student, then Site Supervisor	You will initiate the final evaluation by completing a self-evaluation. When you submit, the form will be sent to your Site Supervisor via e-mail for them to complete their portion of the evaluation. Once you submit the form, please inform your Site Supervisor and connect with them to review your practicum hour logs submitted. Then, the evaluation is sent to your course instructor. You will receive a PDF copy from Etrieve once the form is completed by your Site Supervisor and approved by your practicum course instructor.

Problem Solving Guidelines for Candidates

During the practicum experience, various challenging situations will arise. When possible, the candidate is expected to address conflicts directly with the individuals involved because collaborative relationships with others are a main component of the counseling profession.

Candidates have an ethical obligation to bring all concerns or issues to their Site Supervisor, as they are the qualified supervisor and/or credentialed counselor who is overseeing decisions and their work with counsees. These discussions should always be handled professionally.

Despite a Site Supervisor's friendly demeanor, a power imbalance exists. Learning to manage this dynamic is a key part of practicum. If issues arise with the Site Supervisor and you find it challenging to address them directly, consult the Office of Licensures and Credentialing, who will investigate the matter.

Candidates should refer to the [ACA Code of Ethics](#) for guidance and can also seek support from various individuals listed in the table below.

Topic of Question or Concern	Consulting Individual
Practicum site policies or procedures	Site Supervisor
Concern regarding a counselee	Site Supervisor
Guidance on how to classify practicum hours	Site Supervisor and Practicum Course Instructor
Conflict with Site Supervisor	Site Supervisor
Ethical concerns at the practicum site	Site Supervisor
Ethical concerns about the Site Supervisor	Office of Licensures and Credentialing
General guidance or academic discussion regarding practicum experiences	Practicum Course Instructor

Post-Practicum & Registration with the BBS

At the conclusion of their program, and upon completion of practicum hours, candidates will need to register with the Board of Behavioral Sciences for their pursuant associate licensures (e.g., APCC and/or AMFT). The process for registering for APCC is available on [the BBS's LPCC website](#). The process for registering for AMFT is available on [the BBS's LMFT website](#). Please thoroughly review the process ahead of beginning submission.

Part of the application for APCC and AMFT is a requirement for the University of Redlands to send confirmation to the BBS of eligible program completion by ways of a Degree Program Certification Form. Upon program completion, candidates should reach out to the Office of Licensures and Credentialing at olc@redlands.edu to request the completion of this form.

The Office of Licensures and Credentialing will send this form directly to the BBS and carbon copy (CC) the student's Redlands email address. Candidates should retain a copy of the completed form for their records.

Once registered with the BBS, you will receive an APCC/AMFT number. This number indicates the ability to begin accruing hours toward licensure. If you would like to accrue hours ahead of the assignment of an APCC/AMFT number, you must meet the terms of the 90-Day Rule by completing the following

- submitting an APCC/AMFT application and fee within 90 days of graduation
- being fingerprinted by the agency where you are gaining hours

[Learn more about the 90-day rule here.](#)

APPENDIX A:

STUDENT PROFESSIONAL DEVELOPMENT COMMITTEE

The Departmental faculty convene to formally evaluate students twice each academic year (Fall and Summer) to determine their program standing.

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

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.

While bi-annual reviews are standing reviews, candidates may be reassessed at any time, including when any of the following events occur:

1. Student is placed on a remediation plan at a clinical training site.
2. Student leaves/is dismissed/suspended from 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 been previously referred to the Student Professional Development Committee (SPDC).
7. Student is placed on academic warning/probation.

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.

REMEDIATION PLAN

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

That plan may include taking additional classwork, professional continuing education, personal counseling, 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 program dismissal.


APPENDIX B:

CUMULATIVE REVIEW EXIT REQUIREMENTS

At specific points during the program you will be expected to demonstrate specific training milestones such that at the completion of your program you will have accomplished the following:

1. ____ CPCE: The Counselor Preparation Comprehensive Exam (CPCE) is an exit examination required of all students in the Clinical Mental Health Counseling (CMHC) program 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. Please note CPCE is NOT a licensure exam. More information is available on the [CPCE Resources webpage](#).
 - a. ____ CPCE exam passed with minimum score of 79*
2. ____ Practicum including successful completion of:
 - a. ____ academic coursework including 699 A, B, and C with a clear trajectory toward demonstrated competence
 - b. ____ experiential training as evidenced by on-site supervisor evaluation of “meets expectations” or above with clear trajectory toward demonstrated competence
 - c. ____ supervised clinical hours logged and approved
3. ____ Completion of Case Conceptualization Capstone: This project will be a culminating project completed both independently through a student’s supervised work at their practicum site and through the 699 A, B, and C courses. Culminating in the student’s final 699 course, a theoretically grounded written case conceptualization paper supported by digital evidence of demonstrated mastery of clinical application will be presented.
4. ____ Completion of 10 personal hours of counseling (group or individual)

* Students evidencing marked efforts to prepare for the exam including meeting with faculty and following suggested steps to improve knowledge and test taking strategies but are still unable to pass the exam after three attempts may be deemed appropriate for an Alternative Written Exam. The alternative written exam is assigned by faculty to students as deemed appropriate. The vignette-based examination provides students with an alternative approach to demonstrating



skill-based knowledge and is comprehensive in nature. Students will have six weeks to complete the exam based on the prompt provided. Exams are blind-reviewed by two counseling faculty based on a pre-determined rubric and are either pass or fail. In the event that graders are not in agreement, a third grader will be used to determine the final outcome. Results of the Alternative Written Exam are final and failure to pass will result in termination from the program without earning of the Master's in Clinical Mental Health Counseling degree.

APPENDIX C:

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.