

UNIVERSITY OF REDLANDS SCHOOL OF EDUCATION

# **SCHOOL COUNSELING FIELDWORK HANDBOOK**

2025-2026



## Introduction

Fieldwork experiences are an important part of the University of Redlands' School Counseling program. Candidates will engage in practical, relevant, and meaningful fieldwork experiences across academic, career, and social emotional domains of development. Fieldwork is a candidate's opportunity to observe the workings of fieldwork sites, apply the knowledge gained in the classroom, and continue to develop a style as a school counselor in PK-12 or college settings. Fieldwork experiences also provide candidates with evaluative feedback on knowledge, attitudes, and skills regarding their development as a school and/or college counselor.

During fieldwork, candidates are expected to become involved in direct student services, such as individual and group counseling, core curriculum lessons, or academic advising sessions. Candidates are expected to assume a broad spectrum of school and/or college counseling functions that span across three domains areas: Academic, College/Career, and Social/Emotional. Candidates are also expected to work with a diverse population of counselees. As much as possible, candidates are asked to participate in work activities that are similar to those of the Site Supervisor.

This fieldwork handbook is designed to provide candidates with clarification and guidance regarding fieldwork experience, including eligibility to advance, placement process, supervision, fieldwork forms, policies, and ethical obligations. All materials pertaining to the fieldwork experience, including forms and deadlines, are posted to the [School Counseling 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.

## School Counseling Purpose and Goals

The University of Redlands' Master of Arts in Education, School Counseling prepares counselors for work in school and college settings. It has three tracks: PK-12, college, and combo track. Students enter as a learning community cohort. This affords them support and the opportunity to develop close relationships, learning from and about one another. This is supported by the small classes that are characteristic of the University of Redlands.

Students who graduate from the credential-only, pK-12 track, or the Combo track will be eligible for the California PPS: School Counseling credential upon program completion. Students who graduate from the College track will not be eligible for the PPS credential, nor is it a requirement for their intended work settings.

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.

### Learning Outcomes:

The PPS: School Counseling Standards guide the curriculum for all tracks in the School Counseling program. In addition to the standards stipulated by CTC, DCHS provides program-specific learning outcomes. Students attain these outcomes through a combination of academic coursework and supervised fieldwork. Students who graduate from the program will be able to:

- Identify counselees affected by inequities and advocate for them as appropriate.
- Evaluate counselee academic, personal, and career development using appropriate assessment procedures.
- Specify how a range of the best-established, evidence-based counseling models would be used with diverse student populations.
- Utilize both self-awareness and sensitivity to their interpersonal impacts when interacting with whom they serve.
- Draw from the relevant research literature to inform their professional practice.
- Use ethical standards to identify and resolve ethical conflicts.
- Demonstrate identity as a professional school counselor through appropriate integration of the roles of counselor, consultant, collaborator, and counselee advocate.

Students will demonstrate they have achieved these competencies through

- Coursework evaluation
- Site supervisor evaluation at a candidate's fieldwork placement at the midpoint and end of each fieldwork term
- Case presentations during fieldwork support courses

## 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 School Counseling program should be aware of Department, School of Education, and University policies intended to protect those rights.

## 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.

## School Counseling Performance Standards

Candidates in school counseling programs will utilize a blend of [CTC PPS: School Counseling Program Standards](#) and [ASCA Standards for School Counselor Preparation Programs](#). Additionally, their site-supervisors will assess them based on these standards. Please refer to the [School Counseling Performance Standards](#) webpage for more information.

## Counseling and Interpersonal Competence

Clinical, cultural, and interpersonal competence is evaluated throughout the program including during fieldwork by DCHS faculty, instructors who teach CMHC 677 A, B & C and the fieldwork 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 fieldwork.

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.

## Professional Organization Affiliation

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. School counseling students are required to join one national professional organization upon entrance into the program.

Students in the PK-12 track are required to join the [American School Counselor Association](#) (ASCA). Note that student membership in ASCA automatically provides professional liability insurance, which is ***required for fieldwork***. Students in the PK-12 track should also consider joining other organizations such as:

- [The California Association of School Counselors](#) (CASC)
- [The American Counseling Association](#) (ACA)

Students in the College track are required to join the [American Counseling Association](#) (ACA). Note that student membership in ACA automatically provides professional liability insurance, which is ***required for fieldwork***. Students in the College track should also consider joining other organizations such as:

- ACCA ([American College Counseling Association](#))
- [American College Personnel Association](#) (ACPA)
- [National Association of Student Personnel Administrators](#) (NASPA)

This is not an exhaustive list of professional organizations associated with school counseling. There are countless professional organizations in which students can join that attend to one's specific interests. Students are encouraged to explore other organizations not listed once they have joined ASCA or ACA.



## Fieldwork Overview

During fieldwork, you will engage in practical, relevant, and meaningful experiences in a fieldwork setting. Fieldwork is your opportunity to observe the workings of counseling sites, apply the knowledge gained in the classroom, and continue to develop your professional identity.

Candidates are required to start fieldwork in the fourth term of the program (2nd Fall term), but candidates may begin their fieldwork experience as early as the third term (1st Summer term). Students must enroll in 677 A, B, and C to see clients off site.

## Constituent Roles Related to Fieldwork

Fieldwork is an experience that involves many constituents including the Site Supervisor and the Fieldwork Course Instructor. Outlined below are the various constituents who are there to support candidates during their fieldwork experience.

### Site Supervisor

- **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 complete a Candidate Individualized Plan, which involves establishing goals and identifying activities that will aid the candidate in achieving those goals.
- **Session Observations:** After an initial observation 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.
- **Weekly Supervision:** Site Supervisors are required to meet with their candidate for a minimum of one hour (1) of individual supervision per week. If the Site Supervisor is overseeing multiple candidates, they may provide weekly small group supervision to their candidates. In that case, the small group must meet for a minimum of one and a half hours (1.5) per week, and the group may not exceed a total of 8 candidates.
- **Performance Evaluations:** Site Supervisors will conduct formal evaluations of their candidate's progress and performance twice per semester. The evaluations include a midterm evaluation and a final evaluation. The timeline for evaluations may differ if the candidate started at the site after the start of the semester. Candidates should consult with their fieldwork course instructor, if needed.

## PPSC 677 Fieldwork Course Instructor

- **Class Session Support:** Fieldwork 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.
- **Fieldwork Form Completion:** Fieldwork course instructors are responsible for reviewing and approving candidate fieldwork forms, including fieldwork hour logs, candidate individualized plan, midterm evaluation, and final evaluation.



## Choosing a Fieldwork Site

Candidates are expected to explore possible fieldwork sites early in the program. The first term of the program is not too early to begin thinking about preferences for a fieldwork site.

While completing your pre-fieldwork requirements, begin to consider your areas of interest within counseling and how your pre-fieldwork and fieldwork 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

Candidates can only be at a maximum of 2 fieldwork sites per semester.

Per the CTC, all sites must meet the fieldwork site requirements, and all supervisors must meet the Site Supervisor requirements. These are outlines below, as well as on the [Guidance for Site Supervisors page](#).

## Site Requirements

The supervised fieldwork experience facilitates the development of school counselor candidates' professional competencies and professionalism. The fieldwork site provides a range of professional training experiences consistent with the candidate's education, training and experience and under the supervision of a qualified supervisor(s) which are in accordance with CTC's guidelines.

All fieldwork 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 fieldwork placement.

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

- The offering of a range of professional school counseling experiences where the student will spend 50% of their time engaged in direct services
- The availability of supervisors who are qualified as specified below and who work on-site.

## Site Supervisor Requirements

For all tracks, candidates must be supervised by a counselor at the fieldwork site and ensure they meet the qualifications to be a Site Supervisor. The school counseling program at the University of Redlands requires a Site Supervisor to:

- Hold a valid Pupil Personnel Services: School Counseling credential and have a minimum of 2 years of PPS experience as appropriate to the fieldwork setting (for PK-12 settings only)
- Hold a master's degree in counseling or a related field
- Have a minimum of 2 years post-master's experience as a counselor
- Have worked at least 1 year in the school/site where the supervision will be conducted

Ideally, Site Supervisors will be actively involved in national professional associations and organizations, such as ACA, ASCA, ACCA, ACPA, NACADA or NASPA, or regional organizations, such as the California Association of School Counselors (CASC), as involvements in these professional organizations can provide information related to current professional standards of behavior and practice.

## Fieldwork at Workplace

While earning fieldwork hours at a candidate's place of employment is strongly discouraged, candidate may seek approval to earn fieldwork hours at their place of employment through a formal appeal process with the Office of Licensures and Credentialing. Please note that PK-12 teachers cannot count their work hours toward fieldwork.

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, the candidate may only complete a maximum of 200 fieldwork hours at their place of employment.

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

## Requirements to Advance to Fieldwork

Candidates are required to start fieldwork in the fourth term of the program (2nd Fall term), but candidates may begin their fieldwork experience as early as the third term (1st Summer term). Before advancing to fieldwork, candidates should first consult with their Student Financial Services regarding the impact of unit load. Summer K-12 placements are not possible for candidates advancing to fieldwork for the first time.

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

### 1. Successful completion of Pre-Fieldwork Practica

Candidates must accumulate fifty-five (55) clock hours of practica experience prior to requesting/indicating placement and one hundred (100) clock hours prior to beginning fieldwork. Please refer to the [Pre-Fieldwork webpage](#) for details on hour requirements, approved activities, and how to log hours.

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

- PPSC 601 The Counseling Process (3) (with a grade of at least 3.0)
- PPSC 610 Sociocultural Counseling and Intervention (3)
- PPSC 685 Foundations of School Counseling (3)
- PPSC 653 Theories of Counseling and Psychotherapy (3)
- PPSC 680 Human Development Across the Lifespan (3) *or* EDUC 624 Intro to College Student Development Theory (3)

### 3. Proof of Professional Liability Insurance

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

### 4. A valid Certificate of Clearance for the entirety of fieldwork.

### 5. A negative TB test valid for the entirety of fieldwork.

Skin TB tests are valid for 2 years and chest x-ray exams are valid for 5 years.

### 6. A current Curriculum Vitae (CV) or Resume

### 7. Approval from the Office of Licensures and Credentialing

## Pre-Fieldwork Practica Hour Requirements

Practica is a component of your clinical experience that is intended to further prepare candidates to enter the field. These hours must be completed in the first year of the program.

### Hours Completed Through Coursework (55 Hours)

A portion of the required one hundred (100) practica hours will be completed through your coursework. These activities are intended to enhance your academic knowledge and clinical skills.

Course	Activity	Hours
PPSC 601: The Counseling Process	Peer-to-Peer Counseling (in-class role-play) Video 1, 2, 3, and Reflections	20
PPSC 685: Foundations of School Counseling	School Counselor Informational Interview Core Curriculum Presentation (classroom lesson teaching) Conference Proposal and Presentation	20
PPSC 610: Sociocultural Counseling and Interventions	Community Engagement Project	15

### Hours Completed Independently (45 Hours)

When determining how to earn the remaining 45 hours, you are expected to choose activities that foster your academic, career, and social emotional development.

Some examples of qualified practica experiences include but are not limited to: personal and career assessments; personal counseling experience in either an individual or group context; school-based programs serving parents and family members; community service programs serving children and families; and school related experiences such as “shadowing” a school counselor, observing classroom instruction, attending district and school based meetings, and mapping school-based community resources.

If you have questions regarding whether a specific activity would be considered a qualified practica experience, please contact the Office of Licensures and Credentialing at [olc@redlands.edu](mailto:olc@redlands.edu).

## Submitting Practica Hour Logs for Approval

Practica hours should be submitted for approval through the [School Counseling Practica Hour Log](#) at the end of each semester during which practica hours were completed. The hour log will prompt you to submit practica hours completed as part of a course to each respective course instructor for approval. Meanwhile, your submission of practica hours completed independently will be routed to the Office of Licensure and Credentialing for approval. All experiences submitted through the hour log will be formally reviewed to ensure they are qualified practica experiences.

## Fieldwork Placement Form & Placement Process

All School Counseling candidates seeking a new fieldwork site or continuing at a fieldwork site must complete a [Fieldwork Placement Form](#) via Etrieve by the stated deadline for each semester they plan to complete fieldwork. Candidates will be asked to provide evidence of fieldwork eligibility via pre-fieldwork and ongoing fieldwork eligibility documentation.

The placement process differs depending upon whether the candidate plans to complete fieldwork at a PK-12 site or a College-Level/Community site.

### Pre-K-12 Fieldwork Site Placement Process

If a candidate is interested in completing fieldwork at the PK-12 level, they will need to identify potential PK-12 fieldwork sites based on the list of partnering school districts and charter organizations listed on the [Active Partnership List](#).

Prior to each semester, candidates seeking a new placement will submit the [Fieldwork Placement Form](#) to indicate their site preferences, such as school district and level. All placement requests and coordination with districts will be done by the Office of Licensures and Credentialing. Candidates will be notified via e-mail once their placement has been confirmed.

Candidates continuing in a PK-12 placement are also required to submit the [Fieldwork Placement Form](#) to indicate their continuing placement with the Office of Licensures and Credentialing.

### **CANDIDATES ARE NOT TO CONTACT SCHOOL DISTRICTS AND/OR MAKE THEIR OWN PK-12 SITE ARRANGEMENTS.**

K-12 placements are coordinated with partner school districts through the School of Education. The school district is the sole decision maker to make the actual assignment upon the School of Education's formal requests to districts based on the candidate's preferences.

- The candidate will not self-place or set up their own counseling placement.
- The candidate may request preferred school districts.
- The candidate will identify school sites with conflict of interest. This includes school sites where they have previously been employed and where family members work or attend.
- The candidate will not be placed with a Site Supervisor with whom they have prior personal relationships. These expectations are important to assure that the candidate receives objective and fair guidance and evaluation during their fieldwork experience.
- Once the candidate has been placed, requests cannot be changed and are final.
- School districts are required to have an Educational Fieldwork Agreement (EFA) with the University of Redlands, and the candidate will only be placed in school districts that have a current EFA. Please refer to the [Active Partnership List](#) for more information. for more information.



## College-Level/Community Fieldwork Site Placement Process

If the candidate is pursuing a college-level/community placement for the following semester, they are required to submit the [Fieldwork Placement Form](#) to indicate where they intend to complete their fieldwork the following semester while they initiate/finalize their own placement with the organization/institution directly.

Candidates interested in college-level or community-based sites are responsible for identifying and confirming their own fieldwork site and Site Supervisor for the following semester. Unlike the PK-12 placement process, these candidates initiate the placement process by contacting organizations or institutions directly.

- The candidate will contact higher education institutions and organizations directly to inquire about available fieldwork opportunities and the application process.
- The candidate will ensure there is an individual at the placement site who meets all Site Supervisor qualifications and is willing to serve as their Site Supervisor.
- Despite a candidate's interest in a site, new partnerships must be jointly agreed to by the prospective organization/institution and the University of Redlands, or the partnership will not be established. College institutions and community organizations are required to have a partnership agreement with the University of Redlands, and the candidate will only be able to complete fieldwork hours at a site that has an active partnership agreement. Please refer to the [Active Partnership List](#) for more information.
  - 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 fieldwork placement.

## Adding a Second Site

Candidates may add a secondary placement after the start of the semester. However, secondary placements must be finalized by the first day of the 7B period of the semester, which is approximately 7 weeks after the start of the semester. Please refer to the [Academic Calendar](#) for specific dates. For a placement to be finalized, there must be qualified Site Supervisor identified and a fully executed active partnership agreement between the University of Redlands and the site.

## Final Steps Before Beginning Fieldwork

Students must wait until their PPSC 677A support course starts to begin hours at a site, including training or orientation. Once a candidate has confirmation of or has confirmed their fieldwork site, the following must take place:

### Fieldwork Site Agreement

Once a candidate has confirmed their college-level or community-based fieldwork placement or has been provided with their PK-12 fieldwork placement by the Office of Licensures and Credentialing, the candidate must provide their confirmed Site Supervisor with the Fieldwork Site Agreement Form link (<https://uredlandscentral.etrive.cloud?isAnonymous=true#form/417>). The candidate is responsible for ensuring their qualified site supervisor submit the form.

All school counseling students who are beginning or continuing in fieldwork will need to have their Site Supervisor(s) complete this Fieldwork 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 fieldwork. 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 fieldwork 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 Fieldwork 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 candidate is not permitted to count fieldwork 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. Candidates will be notified once the fieldwork site agreement is approved. If you have not heard back within a reasonable timeline, please feel free to reach out at [olc@redlands.edu](mailto:olc@redlands.edu).

## Fieldwork Site Orientation

Candidates (particularly those in a college setting) are expected to professionally connect with their Site Supervisor to participate in a site orientation and other site-specific requirements before beginning site fieldwork. This orientation/information session will enable the candidate to become acquainted with other stakeholders at the site and will provide the necessary site protocols and procedures.

## Fieldwork Goals

Candidates are required to establish goals within the first two weeks of each semester of fieldwork, which are in alignment with the ACA and CTC PPS: School Counseling Standards using the [School Counselor Performance Standards](#).

Goals are initiated by the candidate using the [School Counseling Candidate Individualized Plan \(CIP\)](#). After starting at your site, you will complete the form with your Site Supervisor and submit it to your fieldwork course instructor for approval.

If you have two sites, please ensure you submit a separate CIP form for each site. Once approved by your fieldwork course instructor, you will receive a PDF copy from Etrieve.

## **Fieldwork Policies**

### **Professionalism**

- A. The candidate will adhere to the schedule agreed upon with the Site Supervisor. The candidate will arrive at their site prepared.
- B. 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.
- C. While conducting fieldwork, 100% attendance is expected from the candidates. The candidate can be absent up to 5 days due to illness or emergency. However, fieldwork 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.
- D. In the event of an absence, candidates need to notify their Site Supervisor.

### **Supervision**

- E. Candidates must receive weekly supervision from their Site Supervisor. Site Supervisors are required to meet with the candidate for a minimum of one hour (1) of individual supervision per week. If the Site Supervisor is overseeing multiple candidates, they may provide weekly small group supervision to their candidates. In that case, the small group must meet for a minimum of one and a half hours (1.5) per week, and the group may not exceed a total of 8 candidates.

### **Evaluation**

- F. 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 twice per semester.
- G. 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.
- H. 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.
- I. 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.

## Hour Limitation

- J. Candidates may count a maximum of 400 fieldwork hours each term. It is suggested that candidates allow a minimum of 15 hours per week to earn at least 200 fieldwork hours during the 14-week term.

## Practicing as Candidates

- K. Candidates will work with their Site Supervisor to prepare for the transition to conducting session on their own, without the presence of their Site Supervisor. The Site Supervisor is responsible for determining when this transition occurs. Candidates should not facilitate group sessions alone with counselees until completion of the PPSC 615 Group Psychotherapy and Counseling course.
- L. When conducting home visits, candidates must follow the policies and procedures outlined by their field site and/or school district. Candidates are required to conduct home visits in pairs or as a team and must abide by health and safety precautions outlined by the Site Supervisor or field site policy. Candidates are not allowed to conduct home visits alone.

## Mandatory Reporting

CTC's *Coded Correspondence, 19-01, Subject: Certificate of Clearance: Purposes, Uses, and Responsibilities of Holders*, states the responsibility of holders of the Certificate of Clearance related to mandatory reporting. All University of Redlands' candidates hold a current Certificate of Clearance (COC) and are bound by these responsibilities.

### *Responsibilities of Holders*

All holders of documents issued by the Commission, including the COC, are mandated reporters. This means that they are required to report every known or suspected instance of child abuse or child neglect to a child with whom they have had professional contact. Reports are to be made immediately, or as soon as is practically possible, to a law enforcement or child protective agency in addition to any report made to their supervisor or employer. Written reports and any evidence of abuse/neglect must be submitted within 36 hours of when the individual becomes aware of the abuse. Failure to report any known or suspected act of neglect or abuse is a misdemeanor punishable by up to six months in jail or by a fine of one thousand dollars, or by both. The full legal and professional obligations of a COC holder are contained in the Child Abuse and Neglect Reporting Act (Penal Code § 11166).

## 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](mailto: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.



## Fieldwork Hour Requirement Overview

PK-12 Track & Credential-Only Includes PPS Credential	Combo (PK-12 + College) Track Includes PPS Credential	College Track
800 Total Hours of Fieldwork	800 Total Hours of Fieldwork	600 Total Hours of Fieldwork
<ul style="list-style-type: none"> <li>• A minimum of 800 fieldwork hours must be completed in two of three school levels: elementary, middle, high school with a minimum of 200 hours completed within the selected levels.</li> <li>• At least 600 of the 800 hours must be completed in public school settings with pK-12 pupils.</li> <li>• 200 of the 800 hours may be completed in other areas related to schools and/or counseling</li> <li>• 50% of the total number of fieldwork hours completed must be direct contact hours.</li> <li>• At least 100 hours of experience must be completed in each of the following areas: Social/Emotional, College/Career, and Academic.</li> <li>• A minimum of 150 fieldwork hours must be completed working with students of diverse backgrounds, including those with socioeconomic disadvantages, English learners, students who are housing insecure, students who are current or former foster youth; students with disabilities (including Section 504 plans), students experiencing suspension and expulsion from school, students who identify as LGBTQ+, and students who hold historically minoritized racial and ethnic identities; and understand information on school, district, State, and Federal policies and the impact of resulting practices.</li> </ul>	<ul style="list-style-type: none"> <li>• A minimum of 800 fieldwork hours must be completed in two of three school levels: elementary, middle, high school with a minimum of 200 hours completed within the selected levels.</li> <li>• 200 of the 800 hours must be completed in a college or high school-to-college transition setting.</li> <li>• At least 600 of the 800 hours must be completed in public school settings with PK-12 pupils.</li> <li>• 50% of the total number of fieldwork hours completed must be direct contact hours.</li> <li>• At least 100 hours of experience must be completed in each of the following areas: Social/Emotional, College/Career, and Academic.</li> <li>• A minimum of 150 fieldwork hours must be completed working with students of diverse backgrounds, including those with socioeconomic disadvantages, English learners, students who are housing insecure, students who are current or former foster youth; students with disabilities (including Section 504 plans), students experiencing suspension and expulsion from school, students who identify as LGBTQ+, and students who hold historically minoritized racial and ethnic identities; and understand information on school, district, State, and Federal policies and the impact of resulting practices.</li> </ul>	<ul style="list-style-type: none"> <li>• A minimum of 600 fieldwork hours must be completed at a minimum of two different sites.</li> <li>• 400 of the 600 hours must be completed in a college setting (community college or university).</li> <li>• Students may conduct hours at the same institution provided they are earned at two different offices or departments.</li> <li>• It is recommended that 200 hours are conducted in a high school or a high school-to-college transition setting.</li> <li>• 50% of the total number of fieldwork hours completed must be direct contact hours.</li> <li>• At least 100 hours of experience must be completed in each of the following areas: Social/Emotional, College/Career, and Academic.</li> <li>• A minimum of 150 fieldwork hours must be completed working with students of diverse backgrounds, including those with socioeconomic disadvantages, English learners, students who are housing insecure, students who are current or former foster youth; students with disabilities (including Section 504 plans), students experiencing suspension and expulsion from school, students who identify as LGBTQ+, and students who hold historically minoritized racial and ethnic identities; and understand information on school, district, State, and Federal policies and the impact of resulting practices.</li> </ul>

Each of the University of Redlands' school counseling program tracks (Credential-Only, PK-12, College, Combo) has a fieldwork component. The required number of fieldwork hours vary based on the candidate's track. While you are enrolled in PPSC 677A/B/C courses, you must complete the hour requirements based on your program track.

Candidates who are seeking the PPS: School Counseling credential-only program may request that their previous fieldwork experience (up to 200 clock hours) be reviewed to determine if it can be counted towards their fieldwork requirement, provided the activities align to the field of counseling. If approved, candidates may transfer in their fieldwork support course to satisfy EDUC 677A (2 units). Candidates who wish to have their fieldwork and coursework reviewed should contact the School Counseling Program Coordinator and academic advisor.

## Direct vs. Indirect Contact Hours

As 50% of a candidate's total fieldwork hours must be direct 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 their Site Supervisor and fieldwork course instructor for clarification on what constitutes direct versus indirect contact hours at their fieldwork site.

Direct Contact Hour Activity Examples	Indirect Contact Hour Activity Examples
<ul style="list-style-type: none"> <li>• Individual counseling</li> <li>• Group counseling (co-facilitating or leading)</li> <li>• Academic advising</li> <li>• Conflict resolution</li> <li>• Career counseling</li> <li>• Classroom lessons</li> <li>• Conducting and leading multidisciplinary meetings (e.g., parent conferences, community collaboration, cross-departmental collaboration, FAFSA information sessions)</li> <li>• Discussing informed consent with counselees, caregivers, or families in-person, via video, or via telephone</li> <li>• Providing referrals/resources in- person, via video, or via telephone directly to counselees, caregivers, or families</li> <li>• Crisis intervention and/or assessment</li> <li>• In-service presentations</li> <li>• Conducting assessments/tests</li> <li>• Leading webinars</li> <li>• Consultations</li> </ul>	<ul style="list-style-type: none"> <li>• Research and preparation for sessions with counselees</li> <li>• Group planning</li> <li>• Observing multidisciplinary meetings (e.g., IEP/Disability Services meetings, 504, SST's, parent/caregiver conferences, cross-departmental collaboration, mediation)</li> <li>• Writing case notes</li> <li>• Professional development specific to school counseling (e.g., in-service trainings)</li> <li>• Event planning for site-specific events (e.g., career fairs, college fairs, FAFSA information sessions, graduation, student engagement events)</li> <li>• Supervision</li> <li>• Attending faculty meetings</li> <li>• Developing crisis protocol</li> <li>• Planning in-service trainings</li> <li>• Administrative tasks (e.g., e-mails, phone calls, clerical duties)</li> <li>• Conference attendance (10 hours maximum)*</li> </ul>

Personal counseling hours and travel time to and from the site do not count as fieldwork hours.

## **Documenting Fieldwork Hours**

It is the responsibility of each candidate to fully document their fieldwork hours and accurately categorizing them within their individual competencies (e.g., Social/Emotional, College/Career, Academic, and Diversity) in keeping with OLC policy and procedure. Candidates should submit hours and ensure approval by their instructor. The candidate is required to ensure all fieldwork related items are completed each semester in order to receive a passing grade in the fieldwork class.

## Fieldwork Forms

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

Milestone	Form to Submit	Submitter	Form Workflow
You are preparing for fieldwork eligibility	<a href="#">Practica (Pre-Fieldwork) Hour Log</a>	Student	One fieldwork hour log should be submitted for each class with affiliated pre-fieldwork hours and one fieldwork hour log for all independent hours (per semester). You will log your hours for each week on the same form and submit course specific hours to your course instructor and independent hours to the OLC for approval.
You are requesting or indicating your fieldwork placement for the semester.	<a href="#">School Counseling Fieldwork Placement Form</a>	Student	Whether you are pursuing a new placement and/or continuing in a placement, you will initiate and submit the form by the deadline for each semester. The Office of Licensures and Credentialing receives and reviews the forms for approval and coordinates all PK-12 placement requests.
You are ready to begin fieldwork.	<a href="#">Fieldwork Eligibility Form</a>	Student	Those beginning fieldwork for the first time must submit a secondary check before beginning fieldwork. No student should begin fieldwork without receiving approval via the Fieldwork Eligibility Form.
You have your placement confirmed and are starting with your Site Supervisor.	<a href="#">Fieldwork Site Agreement Form</a>	Site Supervisor	Once your Site Supervisor is confirmed or finalized, you will provide them with the Fieldwork Site Agreement Form link to complete at the beginning of <u>each</u> fieldwork semester. If you are continuing with the same Site Supervisor, you will provide them again to confirm their agreement for another semester. If you are at two sites, please ensure both Site Supervisors receive and complete the form separately.
You have started your fieldwork placement.	<a href="#">School Counseling Candidate Individualized Plan (CIP)</a>	Student	After starting at your site, you will complete the form with your Site Supervisor and submit it to your fieldwork course instructor for approval. If you have two sites, please ensure you submit a separate CIP form for each site. Once approved by your fieldwork course instructor, you will receive a PDF copy from Etrieve.
You have started completing hours at your site.	<a href="#">School Counseling Fieldwork Hour Log</a>	Student	One fieldwork hour log should be submitted each week. You will log your fieldwork hours for each week on the same form and submit to your fieldwork course instructor for approval. Please consult with your Site Supervisor and fieldwork course instructor if you have questions about how to track your hours.

Milestone	Form to Submit	Submitter	Form Workflow
You have reached the halfway point at your site.	<a href="#">School Counseling Candidate Midterm Evaluation</a>	Student, then Site Supervisor	You will initiate the midterm 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 fieldwork hour logs submitted so far. If you have two sites, you will submit two separate evaluations. You will receive a PDF copy from Etrieve once the form is completed by your Site Supervisor and approved by your fieldwork course instructor.
You have reached the end of the semester.	<a href="#">School Counseling Candidate Final Evaluation</a>	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 fieldwork hour logs submitted. If you have two sites, you will submit two separate evaluations. You will receive a PDF copy from Etrieve once the form is completed by your Site Supervisor and approved by your fieldwork course instructor.

## Problem Solving Guidelines for Candidates

During the fieldwork experience, various challenging situations will arise. The candidate is expected to first address conflicts directly with the individuals involved. This is an expectation because collaborative relationships with others are a main component of the school counseling profession. School counselors are expected to work with various individuals, which may include teachers, administrators, students, families, and other district/institution employees. The candidate should next seek guidance from their Site Supervisor and fieldwork course instructor.

Candidates should refer to the [ACA Code of Ethics](#) and [ASCA Ethical Standards for School Counselors](#) for guidance and can also seek support from various individuals listed in the table below. Candidates have an ethical obligation to bring all concerns or issues to their Site Supervisor first, as they are the qualified supervisor and/or credentialed counselor who is overseeing decisions and their work with counselees. 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 fieldwork. 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 conduct an investigation into the matter.

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



## **Post-Fieldwork/Credential Recommendation**

At the conclusion of fieldwork, candidates who are in a program track that results in a Pupil Personnel Services: School Counseling credential will submit a credential application to the School of Education for review, given all credential requirements have been met. Please refer to the [Pathway to Credentialing webpage](#) for the full list of the credential requirements and an overview of the credentialing process.

## 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 has engaged in behavior that violates institutional policy, including ethical expectations.
5. Student has been previously referred to the Student Professional Development Committee (SPDC).
6. 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.