



Christian Leadership to Change the World

School of Psychology & Counseling  
Department of Counseling Ministries

**Field Experience Handbook**  
**MHPS 696**  
**2023-2024**

Ph.D. in Counseling & Psychological Studies

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## Contents

<i>Acknowledgement of Handbook</i> .....	4
<i>A Message from your Department Chair</i> .....	5
<i>A Message from your Academic Services Manager &amp; Field Placement Coordinator</i> .....	6
<b>General Overview</b> .....	7
<b>Introduction to Handbook</b> .....	7
<b>Field Experience Overview</b> .....	7
<b>Primary Goals</b> .....	8
<b>Student Objectives</b> .....	8
<b>Student Competencies</b> .....	9
<b>Supervision Policy</b> .....	9
<b>Disciplinary and Professional Conduct Policy</b> .....	10
<b>Premature Termination of Field Experience Placement</b> .....	11
<b>Field Experience Summary</b> .....	11
<b>Worksite Field Experience Policy</b> .....	12
<b>Field Experience Application, Registration, and Deadlines</b> .....	13
Application Deadlines.....	15
Fall - Applications due no later than July 1st.....	15
Spring - Applications due no later than December 1st.....	15
Summer - Applications due no later than April 1st.....	15
<b>Course Substitution</b> .....	15
<b>Signed Contract for Field Experience</b> .....	15
<b>Field Experience Forms</b> .....	15
<b>Successful Completion of the Field Experience</b> .....	15
<b>Instructions for Students Missing Hour Requirements</b> .....	16
<b>All Forms Located in Student Resources</b> .....	16

NOTE: STUDENTS CAN NOT SELF-REGISTER OR BE REGISTERED BY ACADEMIC ADVISING FOR FIELD EXPERIENCE. REGISTRATION CAN ONLY TAKE PLACE BY SUBMITTING A FIELD EXPERIENCE APPLICATION BEFORE THE DEADLINE AND HAVING IT APPROVED.

Click here to access the [Field Experience Application](#)

## Acknowledgement of Handbook



**This Handbook is provided to students and applicants for their general guidance only. It does not constitute a contract, either expressed or implied, and is subject to change at the University's and/or the Program's discretion.**

All students are expected to read this Handbook and have a thorough understanding of its content. IF, after reading the contents of this Handbook in its entirety, students have additional questions, they can direct those questions to their Academic Services Manager and Field Placement Coordinator, Iyad Arusi ( [iyadaru@regent.edu](mailto:iyadaru@regent.edu)). Students agree to abide by all procedures, policies, and guidelines in the handbook. Students understand that this handbook may be modified as university or program policies, procedures and guidelines are implemented or changed and that it is their responsibility to review the handbook regularly to remain current with its contents.

## A Message from your Department Chair

Welcome to your Capstone and Field Experience. I am so very proud of each one of you for all that you have accomplished. Your hard work, discipline, and desire to be a servant leader has brought you to this point in your career and life. I celebrate you and look forward to standing alongside you for this last part of your educational journey in our program. Now, as you head into what can be a life changing experience, ask yourself the following questions: (1) Where can I make a difference? Choose a field experience that will challenge you to utilize your new skills learned in the program but one that will also allow you to utilize your talents and strengths. (2) How will I make a difference? Every time you interact with your Site, Clients, or any Representatives, know that it is a privilege to serve and always be on time, professional, respectful, and represent yourself, your program & school, and God well in all that you do. (3) How will I balance my time field experience responsibilities and other life responsibilities? Commit to being successful in this class, but also in completing your degree. Discipline yourself and prioritize your responsibilities all around. Students are not entitled to an A; students earn As through hard work and completing all of their assignments. As the Program Director for the Human Services and Pastoral Counseling Programs, as well as your Faculty Supervisor, I am committed to your success. I know each of you will do great things.

Wishing you all the very best, I am Dr. Carletta N. Artis

Dr. Carletta N. Artis, Psy.D.

College of Health and Behavioral Sciences Department Chair,  
Department of Counseling Ministries Assistant Professor of  
Psychology  
Director of Education for Life Coaching

## A Message from your Academic Services Manager & Field Placement Coordinator

Congratulations on reaching this culminating experience of our master's degree program! It is my sincere hope that after reading this handbook you will have a better understanding of what is required of this Capstone & Field Experience. My advice to you is breathe and relax. This experience will be a wonderful opportunity to put all your newly developed Human Services and Pastoral Counseling skills into action. Keep in mind that your degree is a non-licensure program, and therefore your site opportunities are vast and much less rigid than you may expect. When choosing a potential field experience site, consider your personal goals, professional aspirations, and seek out a site that aligns with these goals and plans. I recommend that you widen your scope and cast your nets wide.

A [Field Experience Site Database](#) has been developed to provide you with an idea of the types of sites that you may be able to complete the field experience. Your experience can include counseling, but it does not have to. You are looking for an opportunity to help people. Some examples of previously approved field experience sites include churches, non-profit organizations, funeral homes, recovery programs, hospice settings, prison settings, child & family organizations, specific settings that offer equine therapy, play therapy, art therapy, and many other clinical and non-clinical settings. Do not overthink this! LISTEN to your perspective site, assess their greatest need, and explain how your skills and talents will exceed their expectations. Finally, approach more than one site because your first choice may not be available for reasons outside of your control, and you do not want to put all your eggs in one basket. Lastly, be encouraged, I am confident that you can do this and be a blessing to many!

May God bless you as you approach the finish line,

Iyad Arusi, MBA

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## General Overview

### Introduction to Handbook

This handbook provides students with information related to field experience within the Doctor of Philosophy (Ph.D.) in Counseling & Psychological Studies. It is important for all students to become familiar with the field experience requirements. The handbook contains the required steps, processes, and forms.

To continually enhance the process of our field experience, this handbook may undertake revisions periodically so that current and accurate information is provided to the students. When this occurs, students will be notified by their Regent University student email.

### Field Experience Overview

Field Experience is ALWAYS a full-semester, 15-week course, available in the fall, spring, and summer semesters. The Field Experience is recommended be taken towards the end of a student's program so they are best equipped to apply learned course content to his/her Field Experience. But students can apply for the field experience if they finished the below classes and the grade should be posted in the student's degree works:

**For Ph.D. in Counseling & Psychological Studies students, it is now mandatory to complete the following class, which carries 3 credits, before applying for the field experience class (MHPS 696):**

1. MHPS 740: Introduction and Leadership

The field experience process provides practical experience and supervision in areas consistent with academic and professional goals of doctoral-level students. These field practices provide for advanced, real-world experience with delivery of services within the fields of counseling, ministry, and psychological studies.

The field experience course, MHPS 696, focuses on the experiential learning characteristic of a helping professional field experience in which students practice skills and attitudes reflective of basic or advanced training and education in the discipline of providing care. Students will be given the opportunity to continue to develop competency in chosen counseling and psychological studies dimensions through regular, supervised practice at their approved site. This course is designed to prepare students to be leaders in the pastoral counseling, Christian ministry, human services, and other helping-related fields.

The field experience in the School of Psychology and Counseling includes direct and indirect contact service hours. These occur in varied contexts based on the student's interest areas, concentration, and access to settings. The School of Psychology and Counseling requires each student to be supervised during the Field Experience.

**The definition of "Supervisor" for the Field Experience must meet the following minimum requirements:**

- a. The Supervisor is typically on-site. If the supervision is not on-site(virtual/remote) , he/she must still be able to review recordings of the student's work.
- b. The Supervisor is one who is more seasoned in the field than the student, sufficiently trained in the work provided at the site, comfortable with managing and guiding the student, and can provide constructive feedback to the student.
- c. The supervisor must agree to carry out the tasks required for student supervision, including regular supervision meetings, training and mentorship, signing off on the student's hours log for work completed,

and completing midterm and final evaluation forms related to the student's performance.

d. Supervisors are not required to hold a specific degree or license to supervise students.



Video Explaining Supervision Expectations:

<https://www.youtube.com/watch?v=-cyYmpaYXLw>

## Primary Goals

Making a difference in the world requires that pastoral care and human service professionals who practice from the Christian perspective have well-developed skills. Field experiences establish an ongoing advanced-level framework for continuing to develop sound skills in human services, pastoral care, counseling, psychology, advising, and consultation. The School of Psychology and Counseling aspires to facilitate the development of students who can blend biblical wisdom with effective applied knowledge. The acquisition of these skills is vital to helping the individual, family, church, and community. Please note the following objectives:

1. Acquisition of advanced skills in the helping profession that are informed by both Judeo-Christian principles and empirical research.
2. Demonstration of sensitivity to and respect for a diverse client population, including, but not limited to faith, ethnicity, gender, and sexual orientation.
3. Understanding the use of biblical concepts in thought, word, and action in field experience settings.
4. Knowing and practicing the ethical behaviors and decision-making skills.
5. Demonstration of proficiency in the use of technology by use of library/electronic databases to perform research, use online technology for discussions and real-time group supervision and consultation, and exploration of the internet to identify resources (e.g., professional organizations, professional writings, referral sources, etc.).
6. Compliance with current legal requirements related to client confidentiality defined in the Health Insurance Portability and Accountability Act of 1996 (HIPAA).
7. Demonstration of competent and complete record-keeping skills, as required by field sites and appropriate records related to consultation and care.
8. Demonstration of general case conceptualization knowledge for human services and pastoral counseling clients, including understanding clients' issues, gaining information about client's psychological and social history, and providing resources for clients (psychological, family support, faith-based, etc). Students will also collaborate with their Site, Site Supervisor and Faculty Supervisor to provide proper referral sources.
9. Demonstration of biblically based leadership skills pertinent to the profession of pastoral care and human services by:
  - Demonstrating a commitment to personal, professional, and spiritual development.
  - Articulating a personal philosophy about helping and offering care.
  - Demonstrating multicultural sensitivity and respect for all participants in a setting related to the profession of human services and pastoral caregiving.
  - Demonstrating ethical and professional behavior in all aspects of the profession of human services, counseling ministries, and pastoral care.

## Student Objectives

1. To provide competent services to the clientele of the field experience site. The fundamental ethic of any helper is to do no harm (non-maleficence). It is the responsibility of the field experience student to:
  - Function as a member of a team with faculty and site supervisors regarding methods of treatment, planning, implementation, and documentation of interventions.
  - Discuss the range of helping techniques consistent with a student's skill appropriate for a presenting problem.

- Observe and document, if required by the student's site, the nuances of client behavior.
2. To critically evaluate his/her skill and comfort level within the full range of professional behaviors on-site.
  3. To develop a mastery of counseling ministries and psychological studies specializations, where the students move towards proficiency and a comprehensive performance in pastoral care and human service settings. This experience will require the student to articulate and demonstrate a plurality of theoretical interventions which are most consistent with his/her principles and client/student needs.

## Student Competencies

1. The student will evaluate his/her level of professional competencies in working with individuals, couples, families, students, and supervisors, experiencing the full range of client and professional concerns. This will be accomplished through:
  - The identification of student goals for the field experience course based on skill assessments.
  - The communication of professional goals to the professor in order to develop educational interventions.
  - Mid-term evaluation of professional competencies, and the formation of new goals and interventions.
  - Final evaluation of professional competencies.
2. The student will increase their level of professional competencies through the following activities:
  - Practice helping skills with clients or students.
  - Review clients through case presentations and prepare a written care plan(s) for the subsequent sessions based on the events.
  - Research and demonstrate new skills relevant to the specific needs of clients.
  - Observe and conduct peer-reviews to foster feedback and collaboration that ultimately leads to greater productivity.
  - Demonstrate the ability to behave therapeutically.
3. The student will grow in their self-perceptions as a helping professional and develop an identity as a professional helper to:
  - Receive individual supervision weekly, including faculty group supervision and consultation.
  - Read and discuss literature relevant to work experience and developmental goals.
  - Participate in professional development seminars, workshops, and conferences.
4. The student will be able to identify ethical issues, discuss them, and act appropriately in order to:
  - Demonstrate the application of ethical decision-making to client care.
  - Contextualize ethical decision-making in crisis and emergency situations.
  - Comply with ethical codes for human services ([NOHS](#)), pastoral counseling ([AAPC](#), [APC](#), [ACPE](#)), and Christian professional organizations, such as [CAPS](#) and [AACC](#).

## Supervision Policy

This section is meant to assist students in understanding human service, counseling ministry, and pastoral care field experience supervision. Supervision with your Faculty Supervisor will take place when you attend your Field Experience class collaborates; this time will be utilized to re-enforce character building, work ethic, discipline, responsibility as well as to review assignments and due dates. This will also serve as an opportunity to share or brainstorm any concerns you may be having at your site or with your site supervisor. Supervision with your Site Supervisor

is also an important element in your training and experience. This is an opportunity to truly learn about the site, the people who work there, and the organizational client. It is also an opportunity to collaborate with someone to learn how you can make a difference; collaboration should take place by listening and learning first then stepping up to offer ideas for ways to share your talents or make things better for the organization.

### Policy:

If a student placed within field experience is not receiving supervision in accordance with requirements, the protocol is as follows:

1. If the student, site supervisor, and field experience faculty can reach a suitable arrangement and supervision can be continued in accordance with requirements, the student may remain at the site and complete their field placement training.
  - a. Meetings between the student, site supervisor, and field experience faculty must address the quality, focus and consistency of field experience supervision.
2. If the student, site supervisor, and faculty cannot reach a suitable arrangement and supervision is not occurring within requirements, the student may need to secure an alternate field placement.

Decisions regarding removing students from field experience sites will be evaluated on a case-by-case basis between the Faculty Supervisor, the Site Supervisor, and the Field Placement Coordinator.

### Disciplinary and Professional Conduct Policy

Counseling Ministries faculty have a professional and ethical responsibility to:

- Evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision.
- Ensure, insofar as possible, that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, etc.) in an effective and appropriate manner.
- Critically consider program completion for students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large because of this commitment.

Students enrolled in field experience classes may be given a failing grade, withdrawn from their current field experience, or issued a NOC (Notice of Concern) or PDF (Professional Development Form) if any of the following apply:

- Students are required to complete all Field Experience assignments and requirements on the respective due dates as stated in the syllabus and/or on Canvas. Students are required to attend all class video sessions, since these serve as faculty supervision hours as well.
- Disciplinary actions that are the result of unprofessional/unethical conduct either at the field experience site or in the classroom, or during the application process. In addition, failure to comply with directions and consultation given by either the faculty supervisor, the field experience coordinator, or any site supervisor. All disciplinary problems are documented and can affect course grade and/or program standing.
- If the faculty supervisor determines that the student's current emotional, mental, or physical well-being compromises the integrity of the field experience or potentially places the student or others in harm's way or in an unduly vulnerable position. All such cases will be brought to the attention of the Program Chair.
- If there is a question or concern of competency in areas such as (but not limited to):

- Interpersonal and professional competence (e.g., the ways in which a student relates to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- Self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- Openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning)
- Resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues)

### Premature Termination of Field Experience Placement

When a field experience placement ends prior to its planned conclusion, this policy is intended to clarify the School of Psychology & Counseling (SPC) response to premature termination. There are three conditions:

1. Placement ends due to the site's responsibility
  - a. Site placement ends due to site supervisor/site not adequately or effectively managing site responsibilities in accordance with Regent University SPC field experience policies
2. Placement ends due to student's responsibility
  - a. Student is terminated from the site for not complying with site policies and procedures or for displaying unethical conduct in interactions with clients, supervisor, or other site personnel
  - b. Student is unable to complete or fulfill obligations to the site
3. Placement ends with no fault or responsibility of the site or the student
  - a. Student is unable to complete or fulfill obligations at the site

Here are options and possible School of Psychology and Counseling remedies:

Condition # 1 and #3: If the field placement experience ends due to conditions 1 or 3 above, the Field Placement Coordinator will work expeditiously to guide the student in finding a new field experience site in accordance with Regent SPC policy.

Condition # 2: If the field placement experience ends due to condition #2 above, the student will receive a Professional Development Form (PDF) in accordance with Regent policy indicating the reasons/rationale for field experience's premature termination and a remediation plan. A potential outcome or consequence of this premature termination may be a "No Pass" (NP) grade.

### Field Experience Summary

MHPS 696 field experience is a planned, field-based, service-oriented experience where a student works in ministries to further develop or refine their therapeutic and/or helping skills in real-world settings. Students typically register for MHPS 696 in their final semesters, prior to beginning the dissertation. But They are eligible to apply if they finished **MHPS 740 "Introduction and Leadership"**

**The supervised field experience requires 125 hours over the course of a full semester:**

## EXAMPLES OF DIRECT HOURS (50 REQUIRED)

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Ministry work	Consulting	Coaching	Mentoring	Prayer face to face or virtual
Conducting surveys	Facilitating support groups	Hosting seminars or webinars	Site Supervision Meetings	Faculty Supervision Meetings

## EXAMPLES OF INDIRECT HOURS (75 REQUIRED)

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 Preparation for coaching, counseling or mentoring sessions	 Program and resource development	 Preparation for presentations
 Attending site meetings and trainings	 Professional Development: seminars, training, & conferences	 Research and reading
 Writing reports	 Creating surveys/questionnaires	

NOTE: Respectful of our online, global body of students, direct and indirect services may include a blend of virtual and face-to-face services. The student is required to have the Site Supervisor observe a portion of his or her direct service for the site supervisor to evaluate and provide feedback to the student.

## Worksite Field Experience Policy

**The student may use his or her current worksite as a field experience site if the student can demonstrate that the field experience responsibilities will be separate and not related to his or her current, paid work responsibilities.**

The worksite must be able to guarantee that the student's experience encompasses:

- Expanded work experience distinguished in content from the student's regular paid work experience. For example: If the current work role consists of individual counseling, the field experience cannot consist of individual counseling. Utilizing this example, the field experience could consist of the development of a resource for a specific group such as children with ADHD, conducting a series of presentations at in-service to new staff, or creating or facilitating a group for a specific group such as a support group for parents who are grieving the loss of a child due to drug addiction. This work consists of another focus not used in student's current job description, but supported by student's course of study (e.g. group work, presentations, coaching, self-care seminars, etc. instead of individual counseling).
- Adequate supervision for the field experience role for the student that does not create a conflict of interest for the student or for the supervisor. The site supervisor cannot be related to the student, as this creates a dual-relationship.

The student must provide a job description or a written document with a detailed list of work responsibilities. This job description or written document should clearly distinguish the student's work experience from their field experience application work to be performed, as well as demonstrate that no conflict of interest exists between the suggested supervisor and student's work role.

\*Same policy is true for current volunteer/unpaid worksite. If student wishes to use a current volunteer/unpaid worksite for field experience, they must demonstrate that the field experience responsibilities will be separate and not related to his or her current, volunteer/unpaid responsibilities.

## Field Experience Application, Registration, and Deadlines

The first step in the field experience is deciding how you want to help. Remember to think of a place that can offer you an opportunity to use your new counseling and psychological studies helping skills as well as allow you to make a difference. Once you have a few options or you know which site or work is best for you, know **that it is your responsibility to secure placement of your field experience**. Identifying and interviewing with sites can take months so students are encouraged to start contacting sites one or two semesters before they plan to take the field experience class. Sites can range from current work settings to non-profits, community agencies, ministry settings, and other types of settings.

### FIELD EXPERIENCE SITE DATABASE

**NOTE: Field experience hours cannot be applied retroactively.** Previous practicum, internship, volunteer, service, or work hours cannot be applied to the Field Experience.

**NOTE: Transfer credit will not be accepted for field experience.** Field experience hours can only be earned during the semester in which the student is registered for the Field Experience course (MHPS 696).

Students are required to submit the [Application for Internship, Practicum, Externship or Field Placement](#) online by the appropriate deadline. The application will go through a review process. When the application is received by the Counseling Ministries Department, students will be notified via an email from the Field Placement Coordinator and/or the Department of Counseling Ministries Graduate Assistant. CHECK YOUR STUDENT EMAIL REGULARLY after submitting the application. Approval or disapproval notifications are sent to student emails and may require action on the part of the student.

Applications are often denied before reaching the Counseling Ministries Department for review due to data entry errors made by the student. Here are some frequent application errors to be aware so that you may have a smooth application process.

- Start & End Dates

Start and end dates are the first and last day of the semester in which you are applying. Dates can be found on the [Academic Calendar](#).

- Course Number

MHPS 696 is the full-term course that you should select.

Choosing full-semester course. Field Experience is NEVER an 8-week, session course. ALWAYS choose full-semester 696 course.

- Hours

Enter 125 hours on the application, regardless of how many hours you plan to earn, inasmuch as this is the amount required for the course.

- Incorrect Site Supervisor Contact Information

Please ensure accuracy of the Site Supervisor contact information and include accurate email addresses and phone numbers (one character off means the site supervisor becomes unreachable). Field experience applications will not be approved until contact is made with the student's site supervisor. Students should also let their site supervisor know that a representative from the school will be reaching out to them, and to expect a call or email. Incorrect contact information and unresponsive site supervisors can hold up the processing of your application.

- INCOMPLETE APPLICATION

ALL FIELDS must be filled on the field experience application, including: Site Name, Site Address, Site Phone, Site WEBSITE (if unavailable, provide Facebook Page, LinkedIN, or some form of social media and/or web presence). Site Supervisor Name & Title, Supervisor Phone, and Supervisor Email. Applications will be disapproved if ANY of these elements are missing.

Failure to submit completed online application by posted deadlines will result in students being denied approval to participate in the course requested until it is next offered.

### **Application Deadlines:**

**Fall - Applications due no later than July 1st**

**Spring - Applications due no later than December 1st**

**Summer - Applications due no later than April 1st**

\*Note regarding WEBSITE requirement: Any appropriate potential field experience site should have either a website or at minimum some sort of internet presence. If you find that the site you have chosen does not have a website, Facebook, Instagram, LinkedIN, or other form of internet presence, you will need to seek alternative placement because the site is either too small or underdeveloped. For the department to conduct a proper review of potential field placement sites, it must have enough information. We cannot approve a site for which we cannot do proper research beyond a phone call and email.

### **Course Substitution**

**THERE IS NO COURSE SUBSTITUTION FOR FIELD EXPERIENCE.** There is no course or courses that are equal in content and rigor and would qualify as an appropriate substitute for this doctoral-level, experiential, practicum course.

### **Signed Contract for Field Experience**

Before a student can begin serving at the field experience site, he/she must have a signed Field Experience Agreement. Essentially, the contract is an agreement between the supervisor and the student, reflecting all of the activities to be conducted as well as field placement expectations. **This form is collected by the Professor/Faculty Supervisor once the MHPS 696 Field Experience course begins.** The only item required ahead of course start is the [Field Experience Application](#).

### **Field Experience Forms**

Students will need to submit the following forms during the MHPS 696 Field Experience course:

- [Field Experience Site Supervisor's Evaluation of Field Placement Student](#) (mid and end)
- [Field Experience Student Ethical Agreement](#)
- [Field Experience Student Evaluation of Site Supervision](#) (mid and end)
- [Field Experience Supervisee Self-Assessment](#)
- [Field Experience Time Log](#) (end of semester)
- [Field Experience Waiver of Liability](#)

ALL FORMS are to be submitted DURING class to your course instructor/faculty supervisor.

Please do not submit any field experience forms to the field placement coordinator.

NOTE: Students are required to comply with HIPAA regulations when sending any material to their Professor/Faculty Supervisor or Site Supervisor. Further, please comply with HIPAA regulations and change all identifying information before sending.



### Successful Completion of the Field Experience

Students are required to complete all the requirements of the MHPS 696 Field Experience course and the field experience work to successfully pass this class.

### Instructions for Students Missing Hour Requirements

Students who fail to meet the hour requirements during a respective semester of field experience will be required to complete the balance of the hours during the next semester. All students who fail to meet the necessary hour requirements for field experience must complete an [Incomplete Request Form](#). The form must be submitted prior to the end of the course and students must have completed at least 70% of coursework to be considered.

### All Forms Located in Student Resources

Ph.D. in Counseling & Psychological Studies: [https://www.regent.edu/acad/schcou/students/phd\\_cps\\_resources.cfm](https://www.regent.edu/acad/schcou/students/phd_cps_resources.cfm)