
Department of Graduate Counseling Handbook



JOHN BROWN
UNIVERSITY

GRADUATE COUNSELING



**Community
Counseling Clinic**
John Brown University



ACADEMIC YEAR 2025-2026

Table of Contents

Preface	6
Purpose of the DGC Handbook	6
General Information	7
JBU Mission Statement	7
JBU's Articles of Faith*	7
Department Structure & Degree Offerings	7
Institutional Accreditation	8
Program Accreditation	8
Integrative Counseling Curriculum & Training Standards	9
Professional Licensure Disclosure	9
Counselor Education Centers	10
Community Counseling Clinics	11
Risk Management & Campus Safety	11
Diversity Commitments	12
Non-Discrimination & Title IX Information	12
Faculty/Staff	13
Departmental Mission Statement	13
Program Objectives – MS in Counseling	14
Student Learning Outcomes – MS in Counseling	14
Programmatic Changes Policy	15
Disqualifying Offenses for Professional Licensure	15
Undergraduates Enrolled in Graduate Courses	15
Accelerated Master's Program Courses	15
Graduate Assistantships	16
Graduate Student Resources	16
Professional Membership, Involvement, and Activities	16
Personal Counseling	17
Writing Center	17
Graduate Counseling Curriculum	18
Academic Policies & Procedures	24

Academic Advising	24
Academic Progress & Appeals	24
Conditional Admission	25
Comprehensive Exam	26
The National Certified Counselor Credential (NCC)	27
Degree Planning	28
Enrolling in Courses Outside of Degree Plan	28
Independent Study	28
Informed Consent	29
New Student Orientation	29
Participation & Attendance	29
Professional Development Hold	30
Social Media	30
Student Evaluation	32
Student Retention	34
Gatekeeping	35
Impairment	36
Professional Competence	36
Fitness	36
Ethical Conduct	37
Legal and Criminal Offenses	37
Student Assistance & Remediation Process (SARP)	37
Student Remediation Plans	39
Student Remediation Appeals	40
Unsuccessful Remediation Outcomes	41
Student Dismissal	41
Letters of Recommendation & Licensure Endorsement	41
Student Remediation Process Flow-Chart	43
Clinical Training	44
Developmental Approach to Clinical Training	44
Clinical Course Sequence	44

Objectives of Clinical Training _____	45
Definitions _____	45
Clinical Settings _____	48
Practicum/Internship Courses _____	49
<i>Clinical Site Placement Application</i> _____	52
Clinical Site Placement Application Overview _____	52
Clinical Site Placement Application Process _____	52
Distance Internship _____	53
<i>Clinical Training Policies</i> _____	54
Background Check _____	54
Clinical Hours & Logs _____	54
Clinical Training Participation _____	54
Contracted Hours at Clinical Sites _____	56
Continuity of Client Care _____	56
Declaring Major/Emphasis before Entering Practicum _____	57
Emergency & Crisis Clinical Situations _____	57
Liability Insurance _____	58
Non-Solicitation Clause _____	58
Paid Internships _____	58
Prior Relationship with a Clinical Site _____	59
Site Placement Extension Request _____	60
Site Issues _____	60
Site Placement Change/Termination _____	60
Supervision _____	62
Supervision Assist _____	62
Trainee Scope of Practice _____	63
Video Recording _____	63
APPENDIX A: DEPARTMENT OF GRADUATE COUNSELING INFORMED CONSENT _____	64
APPENDIX B: STUDENT ASSISTANCE & REMEDIATION REFERRAL _____	65
APPENDIX C: CLINICAL SITE PLACEMENT APPLICATION _____	67
APPENDIX D: GRADUATION SITE RELEASE FORM _____	69

APPENDIX E: SITE PLACEMENT CHANGE REQUEST FORM _____	70
APPENDIX F: INFORMED CONSENT & RELEASE OF INFORMATION FOR RECORDING/LIVE OBSERVATION _	71
APPENDIX G: SITE PLACEMENT EXTENSION REQUEST FORM _____	72

Preface

The Department of Graduate Counseling (DGC) Handbook is a supplement to the John Brown University (JBU) [Graduate Catalog](#). Students enrolled in DGC degree programs are responsible for understanding and abiding by the information contained within both the Graduate School Catalog and the DGC Handbook. These important documents contain policies and procedures relevant to the institution as a whole as well as to the specific graduate department and degree program the student enrolls in.

Purpose of the DGC Handbook

The DGC Handbook is an informational resource for JBU faculty, staff, and students related to the degree programs, policies, and procedures within the department. The DGC Handbook changes every year and therefore it is the student's responsibility to be familiar with the contents of the handbooks and catalogs for the current academic year. The DGC and JBU reserve the right to change, without notice, statements in the catalog and handbook concerning rules, policies, fees, curricula, courses, or other matters. Changes to an academic catalog or handbook that are necessary following the start of the fall semester will be noted as an addendum to the original document. Course content and institutional policies governing admissions, tuition, and campus life are under constant review and revision. The current year's catalog and handbook should be, in most situations, applicable to the student.

Archived catalogs are maintained on the institution's [website](#).

IMPORTANT: It is each student's responsibility to schedule regular meetings with their academic advisor and to be knowledgeable about institutional requirements, academic regulations, and calendar deadlines specified in the catalogs and academic program publications.

General Information

JBU Mission Statement

John Brown University provides Christ-centered education that prepares people to honor God and serve others by developing their intellectual, spiritual, and professional lives. JBU's mission is summarized in its two historic mottos: "Christ Over All" and "Head, Heart, and Hand."

JBU's Articles of Faith*

As a Christian institution, John Brown University holds to the interdenominational doctrinal position identified by the following statements:

- We believe the Bible to be the inspired, the only infallible, authoritative word of God.
- We believe that there is one God, eternally existent in three persons: Father, Son, and Holy Spirit.
- We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
- We believe that, for the salvation of lost and sinful people, regeneration by the Holy Spirit is absolutely necessary.
- We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life.
- We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life and they that are lost unto the resurrection of damnation.
- We believe in the spiritual unity of believers in our Lord Jesus Christ.

**As adopted by the National Association of Evangelicals.*

Department Structure & Degree Offerings

The Department of Graduate Counseling (DGC) is housed within the College of Education and Social and Behavioral Sciences (CESBS). The DGC offers a 60-credit hour Master of Science in Counseling (MSC) degree. This degree program is designed to align with the Clinical Mental Health Counseling (CMHC) specialty area standards delineated by CACREP. Students enrolled in the MSC degree can add emphases in Marriage and Family Therapy (MFT), Play Therapy (PT), and/or Adventure Therapy (AT) to this program. The MSC degree and emphases assist graduate students seeking careers in professional counseling and related fields.

The MSC degree delivers the majority of coursework in person at designated Counselor Education Centers and Graduate School campuses. These face-to-face courses typically meet in the evenings and occasionally on weekends. The counseling degree houses a few completely online courses and some additional courses offered once a year in online format. Students can take 3–9 credits of coursework per semester in the counseling program, allowing them to complete the program in no less than 2.5 years. The program allows students to matriculate through the coursework in a developmental sequence. First year students take core classes introducing the various theoretical schools of counseling practice while preparing them for clinical training. Students then move into a clinical training phase marked by a one-semester Practicum that gives them hands-on experience in the JBU Community Counseling Clinics. Upon Practicum completion, students enter a two-semester Internship, where they perform professional counseling at JBU-approved agencies in the community. Students must also successfully navigate three professional development gates and pass a comprehensive examination in order to be eligible for graduation.

Institutional Accreditation

John Brown University is accredited by the Higher Learning Commission (HLC); 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604.

Program Accreditation

The MS in Counseling degree offered at JBU through the Department of Graduate Counseling (DGC) is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as a Clinical Mental Health Counseling specialty program. The accreditation cycle for the Clinical Mental Health Counseling specialty area runs through March 31, 2032. Barring the interruption of accredited status for the specialty area, resulting from voluntary withdrawal or the review of required reports during the accreditation cycle, the John Brown University program's application and self-study report for reaffirmation of accreditation will be due approximately eighteen months prior to the cycle end date.

The CACREP Board approved additional retroactive recognition for program graduates (CACREP Policy 5.a) due to COVID-19-related delays in scheduling a site visit. The length of added time is based on the length of the delay that occurred. Retroactive recognition of graduates from the Clinical Mental Health Counseling specialty area at John Brown University as graduates of a CACREP-accredited counseling specialty area will extend back to January 13, 2022. Therefore, students who graduated from the MS in Counseling degree program at JBU between January 13, 2022, and March 31, 2032, are considered graduates of a CACREP-accredited program.

Integrative Counseling Curriculum & Training Standards

The DGC approaches counselor education from an integrative perspective where psychological and counseling research, theory, ethics, and training are taught through the lens of a Christian theological values-perspective (worldview). This approach to counselor education and supervision holds both professional/ethical clinical practice and spiritual/religious values, particularly those of the Christian faith, in high regard. More specifically, the DGC expects students to adhere to the ethical standards for counseling practice as defined by the American Counseling Association (ACA) while mastering the competencies outlined by the ACA's Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC). This integrative (theological-psychological) curriculum requires each student to address how their unique worldview shapes their emerging identity as a professional counselor. As such, the DGC functions as an academic community fostering professional development and Christian spiritual formation in students, faculty, and staff alike. To that end, the DGC's program objectives, student learning outcomes, and training standards are all informed by counseling best practices and Christian values. It is important that students understand and do not disrupt this missional approach to counselor education.

Professional Licensure Disclosure

The Arkansas Board of Examiners in Counseling and Marriage & Family Therapy (ARBEC) has approved JBU's MS in Counseling curriculum as meeting the state educational requirements for licensure or certification as a Licensed Professional Counselor (LPC). In addition, ARBEC has approved JBU's MS in Counseling curriculum with the addition of the Marriage & Family Therapy emphasis as meeting the state educational requirements for licensure or certification as a Licensed Marriage & Family Therapist (LMFT).

Certain states require graduation from a CACREP accredited degree program as a required educational pathway for licensure or certification in that state. These states include Kentucky (after May 31, 2020), New Hampshire (after January 1, 2022), Ohio, Utah, and West Virginia. JBU's MS in Counseling meets the educational requirements in these states based on their programmatic accreditation through CACREP.

Some states reference CACREP standards and/or graduation from a CACREP accredited degree as an important aspect of the educational pathway for licensure in that state, although not the only pathway. These states include Washington, Oregon, California, Idaho, Nevada, Arizona, Montana, Wyoming, Colorado, New Mexico, Texas, Oklahoma, Kansas, Nebraska, South Dakota, North Dakota, Minnesota, Iowa, Missouri, Louisiana, Mississippi, Alabama, Tennessee, Illinois, Wisconsin, Michigan, Indiana, Florida, Georgia, South Carolina, North Carolina, Virginia, Maryland, Delaware, New Jersey, Pennsylvania, New York, Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine, the District of Columbia, American Samoa, Guam, Northern Mariana Islands, Puerto Rico, and the U.S.

Virgin Islands. JBU has not determined whether the MS in Counseling meets the educational requirements in these states.

Although John Brown University makes every effort to disclose and provide student resources for pursuing licensure, it is imperative that students inquire with licensing boards in states where they intend to apply for licensure to determine the requirements for licensure in that locale. **IMPORTANT: Prospective and current students should keep in mind that licensing and authorization requirements will vary by state and that relocating to another state could affect whether that student can continue in the program and/or meet the eligibility requirements of that state.** If you are considering relocating, please contact your program to determine authorization and licensure eligibility requirements. [Click here](#) for more information about state licensure.

Counselor Education Centers

The DGC offers graduate counseling programming in two locations: Northwest Arkansas (NWA) and Little Rock, Arkansas (LR). The NWA location is primarily served by the DGC's Counselor Education Center in Siloam Springs, AR, conveniently situated on JBU's main campus. This center houses JBU faculty/staff offices and the JBU Community Counseling Clinic - NWA, a clinical training center for counseling students at this location. Students at the NWA location can take in-person classes on JBU's main campus as well as at Fellowship Bible Church, Rogers campus. The Little Rock location is served by the Counselor Education Center - Little Rock, which also houses JBU faculty/staff offices, classrooms, and the JBU Community Counseling Clinic - Little Rock.

NWA location:

JBU Counseling Education Center - NWA
2125 W. University Street
Siloam Springs, Arkansas 72761
(479) 524-7300

Little Rock location:

JBU Counseling Education Center - Little Rock
Mosaic Church
6221 Colonel Glenn Road A
Little Rock, AR 72204
(501) 219-9245

Community Counseling Clinics



The JBU Community Counseling Clinics (CCC) are training laboratories and therefore extensions of JBU classrooms and DGC coursework. These training clinics allow DGC students (trainees) enrolled in a clinical course (Practicum, Internship 1, Internship 2) to practice foundational helping skills in a professional laboratory setting under the purview of DGC faculty and staff. Faculty and staff who provide clinic oversight to trainees in the CCC hold relevant degrees, licenses, and credentials in counseling from various educational institutions, state boards, and professional associations as determined by JBU and following specialized accreditation standards governing the profession. As such, these dedicated laboratory spaces are designed so that trainees can practice a variety of therapeutic modalities, including individual, couples, family, and play therapy. Clients who seek treatment at a CCC site must be informed and consent to receiving care in this enhanced training setting, including the audiovisual recording of each counseling session conducted by a trainee for supervision purposes.

[JBU Community Counseling Clinic - NWA](#)

2125 W. University Street
Siloam Springs, Arkansas 72761
(479) 524-7300

SSCommunityCounseling@jbu.edu

[JBU Community Counseling Clinic - Little Rock](#)

Mosaic Church
6221 Colonel Glenn Road A
Little Rock, Arkansas 72204
(501) 219-9245

LRCommunityCounseling@jbu.edu

Risk Management & Campus Safety

In an effort to maintain campus safety and promote professional learning environments at each of our Graduate School campuses, it is important that each student be aware of and adhere to [JBU's emergency contacts and procedures](#). JBU's insurance underwriters do not permit minor children to be unsupervised in our campus buildings at any time. Therefore, in an effort to reduce both the risk of injury to children and liability to the institution, it is not permissible for students to bring children to a JBU class or their shift at the JBU Community Counseling Clinic.

The DGC understands that many graduate students are adult learners with full-time jobs and busy family lives. Our department is supportive of our students' health and wellness and believes that securing childcare and attending class and clinic work without family members is practicing good self-care and demonstrating a high standard of professionalism. Students having trouble finding appropriate childcare should reach out to a DGC faculty or staff member for help in securing suitable care for loved ones.

Diversity Commitments

JBU's diversity statement can be found [here](#).

The DGC is committed to multicultural diversity among all members of our learning community. This is an outworking of JBU's institutional belief of "Christ Over All" where we believe diversity adds depth and richness to the learning environment for everyone involved. A homogeneous environment is wholly inadequate in preparing counselors to competently meet the diverse needs within the global community. The DGC makes continuous and systematic efforts to attract, enroll/employ, and retain a diverse group of students and faculty in the following ways:

- Expanding targeted recruitment of students from diverse cultural backgrounds.
- Increasing hiring of faculty and staff from diverse cultural backgrounds.
- Actively supporting and participating in university-wide events, forums, orientations, and discussions that highlight and raise awareness about gender, race, ethnicity, and disability.
- Increasing involvement in curricular and co-curricular efforts that connect students, staff, and faculty with people who are different from themselves.
- Expanding promotion of diversity-related events on JBU's campus through coverage online, in social media, and in DGC publications.
- Participating in trainings to develop classroom environments that are welcoming to minority students.
- Working with the JBU library to identify and expand library holdings published by diverse authors.
- Assigning trained search advocates on faculty search committees to ensure hiring processes maximize the candidate pool by paying attention to diversity demographics, avoiding implicit institutional/individual cultural biases, and maximizing the unit's ability to recruit/hire faculty from diverse backgrounds.
- Highlighting and raising awareness of issues of gender, race, ethnicity, and disability that may affect people at JBU.

Non-Discrimination & Title IX Information

John Brown University is a private, not-for-profit, faith-based exempt organization as described in Section 501 (c) (3) of the Internal Revenue Code. In compliance with applicable federal and state laws, JBU does not discriminate based on race, color, national origin, age, sex, or disability in the administration of educational policies, admissions policies, scholarship and loan programs, athletic and

other school-administered programs and activities, or in employment. For more information on Title IX policies and procedures please click here: <https://www.jbu.edu/title-ix/>

The following person is designated as JBU's Title IX Coordinator and handles all reports of potential Title IX offenses:

Amy Fisher

479.524.7128

TitleIXCoordinator@jbu.edu

Complaints of harassment and discrimination may also be reported in person at 2000 W University, Siloam Springs, AR 72761 or by calling 479.524.7229 or 479.524.7128.

Faculty/Staff

Admin Faculty

Dr. Eric Suddeath - Associate Professor of Counseling; Department Chair

Dr. Anita Martin - Assistant Professor of Counseling; Program Director - Little Rock

Dr. Gentry Turk - Assistant Professor of Counseling; Executive Clinical Director

Faculty

Dr. Nick Cornett - Professor of Counseling

Dr. Benjamin Okai - Associate Professor of Counseling

Dr. Emily Moore - Assistant Professor of Counseling

Ray Wagoner - Assistant Professor of Counseling

Staff

Sam Deck - Clinical Director - NWA

Edison Sullivan - Clinical Director - Little Rock

Sarah Samoff - Administrative Assistant

Kristin George - NWA Clinic Administrative Assistant

Nancy Goodwin - Field Placement Coordinator

Departmental Mission Statement

The DGC provides Christ-centered counselor training that promotes personal development, academic excellence, and clinical competency.

Program Objectives – MS in Counseling

Graduates of the DGC will demonstrate the following student learning outcomes:

- Students will demonstrate an understanding of a spiritual/religious/Christian worldview as it relates to counseling practice (Christ-centered).
- Students will identify, develop, and demonstrate personal and professional counseling dispositions (Personal Development).
- Students will demonstrate mastery of core counseling knowledge (Academic Excellence).
- Students will synthesize and apply core clinical skills with diverse populations and problems (Clinical Competency).

Student Learning Outcomes – MS in Counseling

By graduation, students will . . .

- Apply and manage the ethical responsibilities and professional functions of clinical mental health counselors (GRCON EP - Professional Counseling Orientation and Ethical Practice)
- Analyze and integrate theories of human development that promote wellness and resilience within counseling contexts (GRCON HG - Human Growth & Development)
- Assess and develop cultural/spiritual sensitivities and counseling competencies that promote equity, diversity, and inclusion (GRCON SC - Social & Cultural Diversity)
- Manage and model appropriate use of counseling assessments, including procedures for screening and reporting trauma, crisis, and risk (GRCON AT - Assessment & Testing)
- Appraise and correlate the interrelatedness of mental health and vocational functioning (GRCON CD - Career Development)
- Adapt and facilitate the appropriate identity, competencies, and scope of practice specific to the role of clinical mental health counselor (GRCON CMHC - Clinical Mental Health Counseling)
- Effectively perform and appropriately apply group leadership skills across diverse group experiences (GRCON GC - Group Counseling & Group Work)
- Effectively perform and appropriately apply counseling skills in developing and maintaining effective therapeutic relationships across diverse client populations (GRCON HR - Counseling & Helping Relationships)
- Exemplify and embody the appropriate dispositional competencies and behaviors specific to the role of a counseling professional (GRCON PD - Professional Disposition)
- Interpret and critique the appropriate analysis and use of data in counseling (GRCON RP - Research & Program Evaluation)
- Recognize and discern diverse spiritual and religious values and their impact on psychosocial functioning and counseling treatment (GRCON PM - Program Mission)

Programmatic Changes Policy

The DGC reserves the right to make program changes, add or delete courses, revise course rotations, and update classroom locations from time to time. Students enrolled in a DGC degree program over several years may be required to change their academic plan due to program changes. Students will work with their DGC faculty advisors, staff, and Registrar to ensure that they have met all requirements for graduation under the following stipulations:

1. The original numerical requirements for course credit hours shall remain the same as stated in the catalog under which the student entered into the program. The program may not add to the credit hour requirement unless the student is in Remediation or a remedial situation that is clearly documented.
2. Students may not take more credit hours than required by their DGC program as indicated on their approved degree plan without approval from the DGC Administrative Assistant and Department Chair.

NOTE: Financial aid will not be available for courses taken outside of the student's approved DGC degree program. JBU reserves the right to close or not offer a regularly scheduled class if enrollment is insufficient.

Disqualifying Offenses for Professional Licensure

A background check is NOT an admissions requirement; however, students accepted into the MS in Counseling program will have to pass a background check prior to being eligible for clinical work in Practicum/Internship or obtaining professional licensure. Each state has formally adopted a list of criminal offenses that substantially relate to the practice of behavioral health counseling and pose a reasonable threat to the public or others working in the same occupation. State licensing boards can deny the licensure application of any person with a conviction of any of these offenses according to "Licensing restrictions based on criminal records" (Senate Bill 451; 17-2-102).

Undergraduates Enrolled in Graduate Courses

Undergraduate students requesting to take graduate courses must have junior or senior standing and a cumulative undergraduate grade point average (GPA) of 3.0 or higher. Undergraduate students who meet these criteria may take up to 12 credits of DGC coursework (as outlined in the Accelerated Master's Program below). These credits may be applied towards the student's undergraduate degree as well as transferred into the DGC program upon successful admission into the DGC.

Accelerated Master's Program Courses

The following courses constitute the DGC Accelerated Master's Program:

- CNL 7523 Introduction to Counseling & Professional Development

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- CNL 7013 Statistics & Research in Counseling
 - CNL 7033 Social & Cultural Foundations in Counseling
 - CNL 7043 Human Growth & Lifespan Development
 - CNL 7323 Career Counseling
 - CNL 8083 Testing, Assessment, & Appraisal in Counseling

Graduate Assistantships

A limited number of graduate assistantship (GA) positions are available within the DGC. Eligible GA applicants must be full-time students in the Counseling program with a GPA of 3.0 or higher. Students that are on probationary status are not eligible to apply.

GAs receive tuition remission for up to 18 credits of counseling coursework per year in addition to earning an hourly wage for roughly 15–20 hours per week of work within the DGC. Currently, the DGC has three types of GA positions:

- Clinical GA - assists in providing administrative/clinical support to the Community Counseling Clinic operations under the supervision of a Clinical Director.
- Administrative GA - assists in providing administrative/research support to departmental staff/faculty under the supervision of the Department Chair.
- Field Placement GA - assists in administrative/placement support of Internship placement processes under the direction of a Clinical Director.

The online application portal for GA positions is available [here](#).

Graduate Student Resources

Graduate students enrolled in DGC programs have access to valuable institutional resources and support services, including Informational Technology Services, Academic Assistance & Student Support Services, Student Development, Health Services, and Bookstore resources. JBU and the DGC are committed to supporting graduate students with special academic needs, disabilities, career questions, and personal/medical issues. Information about JBU's student support services and resources can be found on the [JBU Graduate Student Resources web page](#) and in the [Graduate Catalog](#).

Professional Membership, Involvement, and Activities

Graduate students enrolled in DGC programs are encouraged to join regional/national professional counseling organizations. Students generally receive discounted "student" membership to most of these organizations while they are enrolled in the MS in Counseling degree program at JBU. Membership in these professional organizations is beneficial to students in many ways, offering access to publications, conferences, trainings, and even liability insurance. Students also have opportunities to apply/volunteer

for leadership activities through these professional associations. The DGC has listed (below) the major counseling organizations students may wish to join.

DGC students may wish to get involved in professional counseling research, publication, and presentation activities. Students should contact a member of the DGC faculty to discuss the professional activities currently available through the department or options to pursue similar activities outside of the department.

Professional Counseling Organizations/Associations

- [American Counseling Association](#)
- [American Mental Health Counselors Association](#)
- [Arkansas Counseling Association](#)
- [Association for Play Therapy](#)
- [Christian Association for Psychological Studies](#)
- [The American Association of Christian Counselors](#)

Personal Counseling

Due to the interpersonal nature of the counseling profession, reflective self-analysis is expected of DGC students across the counseling degree program. DGC students can anticipate varying levels of interpersonal, intellectual, emotional, behavioral, and spiritual challenge throughout their DGC training program. To this end, JBU's Graduate School has contracted with both the JBU Student Counseling Center (Siloam Springs) and other professional counseling agencies in the region to provide discounted mental health counseling services to graduate students. Students who wish to initiate counseling treatment may contact [Tammy Fisher](#) or search for subsidized counseling in the [Graduate Student Guide](#) for more information. DGC students may be asked to seek professional counseling as a counseling course or Student Remediation requirement. In those cases, students will work with their professor and the [Community Counseling Clinic](#) or their Student Remediation Committee.

Writing Center

Graduate students enrolled in DGC programs are required to possess graduate-level writing abilities, including proficiency in the American Psychological Association (APA) Writing Style. The DGC recommends that new students purchase the most current edition of the APA Publication Manual to familiarize themselves with APA writing expectations. The JBU Writing Center also offers writing assistance, tutorials, and consultations for graduate students. For more information about the Writing Center, [click here](#). Blackboard and the Graduate Counseling Home Base on Blackboard also contain APA writing tutorials for students to utilize.

Graduate Counseling Curriculum

Core Curriculum, MS in Counseling

- CNL 7013 Statistics & Research in Counseling - The study of statistics and basic research approaches related to solving applied research questions in the field of counseling and psychology. The course examines and critiques research studies seminal to understanding human behavior and evidence-based counseling approaches.
- CNL 7033 Social & Cultural Foundations in Counseling - The study of social, cultural, ethnic, racial, spiritual, and gender issues in counseling. The course examines the impact of special issues (e.g., cultural differences, sexism, gender roles, ethnicity, race, discrimination, socioeconomic status, and social and multi-cultural trends) on individuals, couples, families, and communities.
- CNL 7043 Human Growth & Lifespan Development* - The study of cultural, biological, psychological, spiritual, and social/emotional theories of lifespan development. The course examines and applies developmental research and theory to mental health counseling and family therapy, including the impact of gender, sexual, and spiritual development on psychosocial functioning.
**Asynchronous online course*
- CNL 7133 Counseling Theories - The study of major counseling and psychological theories and their associated philosophical influences. The course examines the therapeutic implications of these theories across diverse mental health settings and contexts.
- CNL 7323 Career Counseling* - The study and application of career development theories and techniques across diverse settings. The course examines the unique vocational and mental health needs related to child, adolescent, and adult learners, with particular attention on assessing and treating these issues in college and school-based counseling contexts.
**Asynchronous online course*
- CNL 7523 Intro to Counseling & Professional Development - The study of the counseling profession and counselor identity development. The course examines the diverse roles, functions, and contexts counselors serve while preparing trainees for academic, clinical, and dispositional effectiveness through counselor identity development activities.
- CNL 7533 Foundations of Marriage, Couples & Family Counseling - The study of major theories and principles of marital, couples, and family counseling. The course introduces and examines the therapeutic implications of working with clients and systems across diverse marital, couple, and family contexts.
- CNL 8053 Crisis and Trauma Counseling - The study of crisis and trauma counseling theory and practice. The course examines relevant and evidenced-based counseling approaches to assessing, triaging, and treating crises and traumas with individuals, couples, families, and communities.
- CNL 8073 Psychopathology & Diagnosis - The study of diagnostic and treatment criteria for mental disorders, abnormal behavior, and personality issues. The course examines the major categories of mental disorders as delineated in the DSM with particular attention on diagnostic case conceptualization, treatment planning, intervention selection, and clinical documentation.
- CNL 8083 Testing, Assessment & Appraisal in Counseling* - The study of psychometric measurement, evaluation, assessment, and appraisal of issues related to mental health counseling and marriage,

couples, and family therapy. The course examines diverse formal and informal assessments focused on achievement, aptitude, intelligence, interests, personality, relationships, premarital/marriage, and familial or organizational functioning.

**Asynchronous online course*

- CNL 8153 Addictions Counseling* - The study of physiological, psychological, and social effects of substance use, chemical dependency, and addictive behaviors. The course examines the etiology, diagnosis, and treatment of addictions and comorbid mental health issues from various theoretical perspectives with particular attention on examining evidence-based treatment strategies.

**Asynchronous online course*

- CNL 8253 Spiritual & Religious Values in Counseling - The study of spiritual and religious values and their impact on psychosocial functioning and counseling treatment. The course examines worldview development and tenets of spirituality and religiosity applied to counseling ethics, theories, and treatment approaches.
- CNL 8433 Professional Ethics & Legal Issues in Counseling - The study of relevant and current ethical and legal codes or standards related to the practice of mental health counseling and marriage, couples, and family therapy. The course examines ethical decision-making models, professional roles and functions, state licensure and certification requirements, and counseling liabilities and obligations as determined by the counseling profession.
- CNL 8221 Technology Assisted Counseling* - The study of tele-mental health counseling and related competencies, ethical and legal standards, and best practices. This course examines varied technologies needed for effective tele-mental health delivery including HIPAA compliance, client screening, and emergency management planning.

**This is a 1-credit hour, asynchronous online course*

- CNL 8261 Advanced Integration of Spiritual & Religious Values* - The examination and application of theological and psychological approaches to counselor development and clinical competency. The course provides opportunities for students to develop intellectual and dispositional virtues in alignment with their spiritual/religious worldview while improving their efficacy when working with diverse clients.

**This is a 1-credit hour course*

- CNL 8900 Comprehensive Exam* - The comprehensive exam is an evaluation of students' competence across foundational counseling-related knowledge. This is a pass/fail course.

**This is a 0-credit hour "pass/fail" course*

Clinical Curriculum, MS in Counseling

- CNL 7123 Group Counseling - The study and application of group counseling theories, processes, dynamics, and techniques. The course promotes trainee self-awareness, counselor identity, and skill competency development related to effectively facilitating therapeutic group experiences.
-Prerequisite(s): CNL 7413 Counseling Skills - Must be completed prior to taking this course.
- CNL 7413 Counseling Skills - The study and application of foundational counseling skills and techniques. The course promotes trainee self-awareness, counselor identity, and skill competency development related to effectively facilitating helping relationships.

- CNL 8813 Practicum* - An entry-level supervised clinical experience designed for the development and application of introductory-level counseling skills, case management and treatment when working with diverse populations.
-Prerequisite(s): CNL 7123 Group Counseling, CNL 7133 Counseling Theories, CNL 7413 Counseling Skills, CNL 7523 Intro to Counseling, CNL 8053 Crisis & Trauma, CNL 8073 Psychopathology & Diagnosis, CNL 8221 Tech-Assisted Counseling, CNL 8253 Spiritual & Religious Values, and CNL 8433 Professional Ethics & Legal Issues - Must be completed prior to taking this course.
**The entire Practicum experience takes place within the JBU Community Counseling Clinics.*
- CNL 8873 Internship 1 - An advanced supervised clinical experience designed for the development of counseling competencies and dispositional traits necessary for ethical and professional practice.
-Prerequisite(s): CNL 8813 Practicum - Must be completed prior to taking this course.
- CNL 8883 Internship 2 - An advanced supervised clinical experience designed for the development of counseling competencies and professional counselor identity.
-Prerequisite(s): CNL 8873 Internship 1 - Must be completed prior to taking this course.
- CNL 8983 Internship Extension - An advanced supervised clinical experience designed to support the completion of counseling competencies and professional development.
NOTE: All Practicum and Internship classes (group supervision) will meet in the JBU Community Counseling Clinics.

Electives

- CNL 7353 Introduction to Play Therapy - This course will cover the history, prominent theories, and research support for play therapy, as well as current trends and practices in play therapy. Fundamental play therapy skills will be covered, with a strong emphasis on child-centered play therapy. Implementation of play therapy within a family systems orientation will be a component of the course. Students who successfully complete the course will have sufficient knowledge to begin providing supervised play therapy.
-Prerequisite: CNL 7133 Counseling Theories - Must be completed prior to taking this course.
- OPM 7823 Principles and Practices of Experiential Education in Adventure Therapy - Theories and principles of leadership and experiential education (e.g., transfer of learning, sequencing of activities, debriefing/processing, providing appropriate feedback, framing experiences with special attention to therapeutic approaches) are applied to program development and implementation for outdoor ministry settings, with special consideration for how therapists can foster a helping environment through structured, shared experience. Opportunities to develop, lead and evaluate adventure education experiences are incorporated.
-Cross-listed with CMN 2373
- OPM 7833 Outdoor Living Skills for Adventure Therapy - Introduction to basic living skills in wilderness environments. This course has a high level of hands-on activity, including a backpacking trip focused on skills such as Leave No Trace principles, appropriate clothing, water purification, stoves, fire building, navigation, meal planning and preparation, and trip planning. Additionally, graduate students will explore the uses of wilderness travel and connection to nature as a means to design and lead therapeutic interventions. Field trip required. This course is a qualifying course for

trip leaders who work with JBU's Outdoor Adventure Center. An additional fee is associated with this course.

-Cross-listed with CMN 2383

- CNL 8443 Advanced Marriage & Couples Therapy - The study and application of premarital, marital, and couples therapy models, assessments, techniques, and intervention strategies. This course builds upon an introductory overview of marriage and family therapy by promoting the integration of marital/couples theory, models/approaches, and advanced marital/couples skills in practice.
-Prerequisite: CNL 7533 Foundations of Marriage, Couples & Family Therapy - Must be completed prior to taking this course.
- CNL 8453 Advanced Family Therapy - The study and application of family therapy models, assessments, techniques, and intervention strategies. This course builds upon an introductory overview of marriage and family therapy by promoting the integration of family systems theory, family of origin education, and advanced family therapy skills in practice.
-Prerequisite: CNL 7533 Foundations of Marriage, Couples & Family Therapy - Must be completed prior to taking this course.
- CNL 8913 Selected Topics in Play Therapy - An intensive study of a selected area of play therapy designed to meet the particular needs of pre-service and/or in-service counselors or administrators.
-Prerequisite: CNL 7353 Intro to Play Therapy - Must be completed prior to taking this course.
- CNL 8923 Selected Topics in MFT - An intensive study of a selected area of marriage and family therapy designed to meet the particular needs of pre-service and/or in-service counselors or administrators.
-Prerequisite: CNL 7533 Foundations of Marriage, Couples & Family Therapy - Must be completed prior to taking this course.
- CNL 8983 Internship Extension - An advanced supervised clinical experience designed to support the completion of counseling competencies and professional development.

Play Therapy Emphasis

- CNL 7353 Introduction to Play Therapy* - This course will cover the history, prominent theories, and research support for play therapy, as well as current trends and practices in play therapy. Fundamental play therapy skills will be covered, with a strong emphasis on child-centered play therapy. Implementation of play therapy within a family systems orientation will be a component of the course. Students who successfully complete the course will have sufficient knowledge to begin providing supervised play therapy.
-Prerequisite: CNL 7133 Counseling Theories - Must be completed prior to taking this course.
**This course can be taken as an elective towards the MS in Counseling degree.*
- CNL 8213 Family Play Therapy - This advanced play therapy course focuses on concepts and skills for working with children and their families using an integration of play therapy and family systems approaches. The class will also focus on learning how to train parents/caregivers to be therapeutic agents in their children's lives through the utilization of filial therapy. Other play-based approaches aimed at improving parent-child relationships will also be reviewed. Students will also learn play-based activities that can be used for assessing and improving family relationships in conjoint family therapy sessions.

-Prerequisite: CNL 7353 Intro to Play Therapy - Must be completed prior to taking this course.

- CNL 8913 Selected Topics in Play Therapy* - An intensive study of a selected area of play therapy designed to meet the particular needs of pre-service and/or in-service counselors or administrators.

-Prerequisite: CNL 7353 Intro to Play Therapy - Must be completed prior to taking this course.

**This course can be taken as an elective towards the MS in Counseling degree.*

Adventure Therapy Emphasis

- OPM 7823 Principles and Practices of Experiential Education in Adventure Therapy* - Theories and principles of leadership and experiential education (e.g., transfer of learning, sequencing of activities, debriefing/processing, providing appropriate feedback, framing experiences with special attention to therapeutic approaches) are applied to program development and implementation for outdoor ministry settings, with special consideration for how therapists can foster a helping environment through structured, shared experience. Opportunities to develop, lead and evaluate adventure education experiences are incorporated.

-Cross-listed with CMN 2373

**This course can be taken as an elective towards the MS in Counseling degree and meets in a hybrid online and in-person format.*

- OPM 8143 Development and Formation in an Outdoor, Experiential Context* - An exploration of the processes for formation and development of youth and adults utilizing outdoor and experiential based contexts. Specific focus will be given to learning that derives from embodied participation in intentional learning environments.

**Hybrid online and in-person format*

- OPM 7833 Outdoor Living Skills for Adventure Therapy* - Introduction to basic living skills in wilderness environments. This course has a high level of hands-on activity, including a backpacking trip focused on skills such as Leave No Trace principles, appropriate clothing, water purification, stoves, fire building, navigation, meal planning and preparation, and trip planning. Additionally, graduate students will explore the uses of wilderness travel and connection to nature as a means to design and lead therapeutic interventions. Field trip required. This course is a qualifying course for trip leaders who work with JBU's Outdoor Adventure Center. An additional fee is associated with this course.

-Cross-listed with CMN 2383

**This course can be taken as an elective towards the MS in Counseling degree and meets in a hybrid online and in-person format.*

- OPM 7843 Therapeutic Interventions in Adventure and Wilderness Settings* - A field-based integration of using therapeutic interventions and practices that can be applied when using adventure activities. The course will explore techniques, metaphors, and reflection practices which bring therapy to wilderness and adventure settings.

**Hybrid online and in-person format*

Marriage & Family Therapy Emphasis

- CNL 8443 Advanced Marriage & Couples Therapy* - The study and application of premarital, marital, and couples therapy models, assessments, techniques, and intervention strategies. This course builds upon an introductory overview of marriage and family therapy by promoting the integration of marital/couples theory, models/approaches, and advanced marital/couples skills in practice.
-Prerequisite: CNL 7533 Foundations of Marriage, Couples & Family Therapy - Must be completed prior to taking this course.
**This course can be taken as an elective towards the MS in Counseling degree.*
- CNL 8453 Advanced Family Therapy* - The study and application of family therapy models, assessments, techniques, and intervention strategies. This course builds upon an introductory overview of marriage and family therapy by promoting the integration of family systems theory, family of origin education, and advanced family therapy skills in practice.
-Prerequisite: CNL 7533 Foundations of Marriage, Couples & Family Therapy - Must be completed prior to taking this course.
**This course can be taken as an elective towards the MS in Counseling degree.*
- CNL 8923 Selected Topics in MFT* - An intensive study of a selected area of marriage and family therapy designed to meet the particular needs of pre-service and/or in-service counselors or administrators.
-Prerequisite: CNL 7533 Foundations of Marriage, Couples & Family Therapy - Must be completed prior to taking this course.
**This course can be taken as an elective towards the MS in Counseling degree.*

Academic Policies & Procedures

Academic policies and procedures related to course enrollment, advising, appeals, graduation, and other academic requests are available in the [JBU Graduate School Academic Catalog](#) and [Student Guide](#). The following DGC policies are supplemental to those found in the JBU Graduate School Academic Catalog. Students enrolled in the DGC program are responsible for reading and understanding academic policies housed in both the JBU Catalog and DGC Handbook.

Academic Advising

Each student admitted to the DGC has a full-time counseling faculty member assigned as an academic advisor. Academic advisors generally oversee student matriculation through the counseling curriculum and provide academic consultation upon request. The Family Educational Rights & Privacy Act (FERPA) guarantees the privacy of student records. Without proper permissions (see Student Reference Request & Authorization for Release of Information Form), the DGC faculty/staff cannot discuss contents of a student's educational record with parents, friends, other students, or external constituents (including employers). The DGC may share academic records within the department or with other University officials only when it is in the student's educational interest.

NOTE: While DGC faculty are often trained counselors, academic advising is not considered a professional counseling relationship. Therefore, confidentiality guidelines for counseling relationships are not applicable to DGC faculty-student interactions, including faculty discussions about student performance.

Academic Progress & Appeals

In order to meet specific state licensure standards, students must earn a grade of B- or higher on all DGC coursework. Students will repeat any course where they earned a grade of C+ or below at the earliest offering of the same course. In addition, JBU graduate students must maintain a cumulative grade point average (GPA) of 3.0 within their degree program. If a student earns a GPA below 1.5 during an individual semester, they will be suspended and must petition to the Department Chair in order to re-enroll in courses.

Students will be referred for [Student Remediation](#) under any of the following academic circumstances:

- 6 credit hours of graduate counseling coursework with grades of U or F.
- 9 credit hours of graduate counseling coursework with grades of C+ or below.
- If students do not repeat a course where they earned a grade of C+ or lower at its next earliest offering

Students who withdraw from two or more courses with a grade of "W" over the duration of their degree plan without the approval of their faculty advisor may be subject to a [Professional Development Hold](#)

placed on their account until the reasons for withdrawal are determined and otherwise resourced/remediated.

The JBU Academic Grievance Process applies to alleged violations of student's rights such as unequal treatment, violation of grading procedures as stated in the course syllabus, disagreements over assigned course grade, disagreements over accommodations given, or other academic matters.

- Student complaints about a faculty person should be discussed first with that faculty person.
- If talking with the faculty person fails to bring resolution, the student may meet with the appropriate college dean and present a concise, well thought out, written statement of the problem and the desired resolution.
- The college dean will offer to meet with the student and the faculty person in question. If the student is unwilling to attend such a meeting, the college dean is at liberty to dismiss the complaint at that point. If the student consents to the meeting, then the college dean will be responsible for documenting the proceedings and outcome of the meeting in writing.
- The accused faculty person or the aggrieved student may request a second meeting within seven days to which both the faculty person and the student, within limits set by the college dean, may invite colleagues and students. Written documentation of the proceedings and outcome of this second meeting is the college dean's responsibility as well.
- If the problem is still not resolved to the satisfaction of either party, an appeal may be made to the Vice President for Academic Affairs.

Occasionally a student may wish to appeal an academic action such as a graduation requirement, or a withdrawal penalty. Such appeals should be made in writing to the Vice President for Academic Affairs. In most cases the student should first request the support of their advisor, department chair, or college dean.

Conditional Admission

Applicants who do not meet JBU or DGC admissions requirements may be admitted to the MS in Counseling program based on faculty approval under the following conditions:

- A Professional Development Hold is placed on the student's account.
- The student is limited to taking no more than 6 credit hours in the MS in Counseling program per semester during the conditional period.
- The student must demonstrate academic competency at the graduate level across the first 12 credits within the MS in Counseling program as follows:
 - Successfully completing a Conditional Admission Remediation (CAR) plan under the supervision of their faculty advisor
 - Earning a 3.0 GPA or higher across the first 12-credits
 - Earning grades of B- or higher in each course across the first 12 credits

Students who successfully complete their CAR plan, maintain a GPA of 3.0 or higher, and earn grades of B- or higher across their first 12 credits will achieve good standing in the MS in Counseling program and

have the PD hold lifted from their account. Students who do not successfully complete their CAR plan, do not achieve a 3.0 GPA, or earn a grade below B- in any course within the first 12 credit hours may be dismissed from the MS in Counseling program or referred for additional remediation by DGC faculty.

Comprehensive Exam

Students must successfully pass a comprehensive exam in order to be eligible for graduation from the MS in Counseling degree program. The DGC currently uses the Counselor Preparation Comprehensive Exam (CPCE) developed by the Center for Credentialing & Education, Inc. (CCE). This exam consists of 160 multiple-choice questions based on the eight core knowledge areas identified by CACREP. Students may take the CPCE at a conveniently located, approved Pearson VUE facility (see location information below) or remotely with an approved personal computer for a \$150 testing fee.

To ensure this graduation requirement is fulfilled, students will register for CNL 8900 Comprehensive Exam, a zero-credit hour pass/fail course, their final semester. However, students' authorization to take the test will begin around 6 months before graduation and will be initiated by the department. The DGC highly recommends that students take the CPCE soon after authorization to ensure enough time to receive scores before graduation. Once authorized to take the CPCE, a student may take the exam once every 30 days. Taking the CPCE in the middle or end of the last semester of the MS in Counseling program and not successfully passing the exam will delay the student's graduation.

The DGC has determined the passing score for the CPCE to be one standard deviation below the national mean for the month the exam is taken. The DGC will receive official scores along with the monthly national mean and standard deviation from CCE around the 15th of the month following the month of examination. The DGC communicates CPCE results to students immediately upon receipt of these scores from the CCE.

Students who pass the CPCE will receive an "S" (successful completion) grade in the CNL 8900 Comprehensive Exam course. Students who fail the CPCE must retake the exam a second time. Prior to taking the CPCE a second time, students are required to meet with their academic advisor to discuss and develop a Comprehensive Exam study plan with particular attention given to the domains in which the student fell below one standard deviation of the mean. For students who take the exam more than once, the department applies a "super score" method, meaning that once students obtain a passing score on a domain during any exam attempt, they will be considered to have passed that section. So, a student could pass the comprehensive exam requirement either by receiving an overall score that is one standard deviation below the mean or higher or by obtaining a passing score on each of the eight domains (one standard deviation below the mean or higher) when considering their domain scores across all exam attempts. Students who fail the CPCE a second time will be referred for Student Remediation and may receive a "U" (unsuccessful completion) grade for the CNL 8900 Comprehensive Exam course. Students must receive permission from their Student Remediation Committee prior to taking the CPCE a third time. Students who fail the CPCE a third time will be recommended for

continued remediation. Students will be given essay-based exams developed by their remediation committee over any domains for which they have yet to receive a passing score. Students must obtain at least an 80% on the essay-based exam(s) to pass. Students who fail these exams may be recommended for dismissal from the MS in Counseling program.

Students can find additional CPCE resources [here](#). Additional information about the comprehensive exam is available to JBU students via the Graduate Counseling Home Base on Blackboard.

Pearson Professional Centers - Rogers

4206 South JB Hunt Drive
Suite 110
Rogers, Arkansas 72758
United States

[Test Center Information](#)

Pearson Professional Centers - Little Rock

10816 Executive Center Drive
Suite 209
Conway Building
Little Rock, Arkansas 72211
United States

[Test Center Information](#)

Pearson Professional Centers - Fort Smith

1401 S Waldron Road
Suite 208
Fort Smith, Arkansas 72903
United States

[Test Center Information](#)

The National Certified Counselor Credential (NCC)

The National Board for Certified Counselors (NBCC) has approved the JBU Graduate Counseling program as meeting the educational requirements for the National Certified Counselor (NCC) credential (for a detailed explanation of the NCC credential, click [here](#)). Students can begin the application process for the NCC credential and take the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Exam (NCMHCE) while still enrolled in the program, during their final semester. Taking a national exam while enrolled in the Graduate Counseling program will give students a head start on the state licensing process, as passing one of these examinations is a mandatory requirement of earning a professional license.

IMPORTANT:

- Students must still take and pass the Counselor Preparation Comprehensive Exam (CPCE) as the DGC's comprehensive exam requirement for program graduation. The NCE/NCMHCE will not count towards the comprehensive exam requirement in our counseling program; in other words, students must still take/pass the CPCE regardless of whether or not they participate in the NCC application and take the NCE/NCMHCE.
- Applying for the NCC credential is voluntary and is not a requirement for graduation.

Degree Planning

DGC students are required to develop an approved degree plan with the DGC administrative staff prior to their first semester in the counseling program. This degree plan will delineate the emphasis area(s) the student will pursue in addition to the MS in Counseling degree, if any. *Students who wish to change their degree plan may do so ONLY under the direction and with the approval of the DGC administrative staff.* Students may not adjust, change, or move courses on their degree plan in Eaglenet. Students who adjust, change, or revise their degree plan without the DGC administrative staff's approval may be administratively withdrawn from any "unapproved" course which may also delay their anticipated graduation date. Courses moved on a degree plan without the DGC administrative staff's approval are not eligible for independent study. Students who register/enroll for a course out of sequence with their degree plan may be administratively withdrawn from the course and must seek DGC administrative staff's approval to change their degree plan prior to re-enrolling in that course. Students may not add a course to their current semester once that semester has begun.

Enrolling in Courses Outside of Degree Plan

Requests to enroll in courses outside of a student's degree plan or selected major/emphasis will be made in writing to the appropriate Program Director/Department Chair presiding over the degree program housing the course in question. Students who register/enroll in a course outside of their degree plan or selected major/emphasis without prior approval will be administratively withdrawn from the course. Clinical courses (e.g., Counseling Skills, Group Counseling, Practicum, Internship, MFT Field Experience) are not eligible to be taken by students outside of the MS in Counseling degree program. Approval to take a course outside of a student's degree plan will be provided to the student in writing.

Independent Study

Students may be eligible for an Independent Study (IS) under extenuating circumstances and per the following guidelines:

- If/when the extenuating circumstance is a result of JBU or DGC error, fault, or course cancellation. *Courses taken out of sequence or moved on a student's degree plan without the approval of the Enrollment Coordinator and/or academic advisor are not eligible for IS.*

-
- If/when the course is not considered a clinical or skill-based course.

Independent study courses are those in which students do not meet in a regularly scheduled course but study independently under the regular supervision of a graduate faculty member. Such arrangements must be approved in advance by the instructor, the student's advisor, the department chair, and the college dean. A student is limited to three hours of independent study per semester or summer, and a total of six hours per degree program. A non-refundable fee of \$145 per semester hour will be charged to the student. In some special circumstances, the college dean may waive the fee. The student will also pay all normal per-credit tuition charges.

Students shall submit an IS request directly to their faculty advisor and Department Chair. This request must outline the extenuating circumstances warranting the need for an IS as well as identifying the full-time graduate faculty member willing to oversee the IS. All final IS approvals will be made by the College Dean. Students engaged in Student Remediation may be required to complete an individualized IS addressing the specific competencies, skills, knowledge, or disposition outlined in the [Student Remediation Plan](#).

Informed Consent

Students must complete the DGC Informed Consent ([APPENDIX A](#)) at the New Student Orientation and/or prior to the start of their first-semester courses.

New Student Orientation

Students accepted into the DGC are required to attend a New Student Orientation prior to their first semester in the counseling program. This mandatory orientation will provide necessary information about the program, registration, degree planning, policies, procedures, and resources. Students can register and enroll for classes only after attending this orientation.

Participation & Attendance

Course Participation

The Department of Graduate Counseling (DGC) evaluates student performance, competency, and suitability for the field of counseling across academic, dispositional, and clinical competency domains. To this end, DGC students are expected to "actively participate" in each course (online or in person) on their degree plan to allow for adequate and appropriate evaluation of their development as a counselor in training. Active participation includes, but is not limited to, being present in the physical or online classroom each week, engaging in course assignments, participating in course discussions and collaborative learning activities, finishing course/program paperwork and applications, performing exams and quizzes, and completing other key performance indicators.

As per the Graduate School Catalog, “Except in cases of extenuating circumstances, students who do not actively participate in any class for ten consecutive days may be withdrawn from John Brown University for non-attendance. It is the responsibility of the student to contact instructors, advisor, Registrar, Student Accounts Services, and Financial Aid if extenuating circumstances exist. If the withdrawal occurs before the mid-point of the term, students will receive a grade of ‘W’. Students will have a grade of ‘F’ recorded if they are withdrawn after the mid-point of the term.” More information on [Attendance Regulations](#) can be found in the Graduate Catalog.

Evaluating Participation

The DGC evaluates student participation in each course using the Professional Dispositions Competency Assessment - Revised (PDCA-R). Students who earn a “Below Expectation” score on the PDCA-R “Conscientiousness” scale at the end of the semester may be referred for Student Remediation. Students who earn a Disposition Quotient of less than 2 or “Below Expectation” on the PDCA-R in any course may fail the course, be referred for Student Remediation, and/or recommended for program dismissal.

Professional Development Hold

The DGC reserves the right to place a Professional Development Hold on a student account in the event that the student is actively engaged in a remedial process, not actively attending class, or has other outstanding obligations to the DGC or the University. This hold will prevent students from registering for classes or reapplying as a returning student to the DGC until the hold has been removed. A Professional Development Account Hold is removed when the student sufficiently addresses the reasons for the hold as determined by the DGC faculty/staff. Students may contact the DGC [Administrative Assistant](#) with questions about holds on their account.

Social Media

[Adapted from ACA Vistas Online, 2013](#)

Social Media Definition

Social media includes user generated web content and mobile technologies used to turn communication into online/mobile interactive dialogue. Social media is an important method of interaction and collaboration between students, parents, faculty, staff, alumni, and more. Examples include, but are not limited to, Facebook, Instagram, X (formerly Twitter), TikTok, YouTube, LinkedIn, blogs, and podcasts.

The social media guidelines described here will apply to all personnel (professional staff, support staff, and students) connected to the Department of Graduate Counseling (DGC) at John Brown University (JBU).

Social Media Informed Consent

Social media will not be reviewed in the application process for admission into the counseling program. DGC faculty/staff may connect with students on social media strictly for educational/instructional purposes. However, DGC faculty/staff will not connect with students on social media for non-professional purposes ("friending," "following," etc.).

Social Media Guidelines

- The DGC or JBU Informational Technology (IT) representative will evaluate individuals requesting a connection to any departmental social media. Individuals who are current faculty or students of the department, alumni, and current undergraduates of the university will be allowed the connection. All others will be evaluated on a case-by-case basis.
- If content violates JBU policies or guidelines, the DGC or IT representative will be contacted and the person who posted the content will be asked to remove it. If the posting violation is egregious, the person who posted the content may be banned from future participation.
- Postings must follow federal requirements such as FERPA, HIPAA, and NCAA regulations, as well as university privacy and confidentiality policies. Copyright and fair use statutes must be followed.
- DGC computers are reserved for educational and department related business as approved by faculty and staff.
- DGC students should not use social media to post content that may be deemed inappropriate, offensive, or a breach of the ACA Code of Ethics. Cyberbullying is not tolerated and will result in PD referral and/or program dismissal.
- It is not allowed to post confidential or proprietary information about JBU, faculty, students, employees, or alumni, or any information about activities in field placements, such as internships.
- All policies, procedures, and guidelines regarding use of university trademarks, names, and symbols apply to social media networking sites. Questions regarding appropriate use of logos may be directed to JBU's Department of University Communications.
- If you identify yourself as an employee or student of JBU in a social media communication, you should not post your personal views/opinions. Whenever appropriate, link back to the JBU website.

Social Media Etiquette

DGC students will:

- Adhere to the standards of professional performance (outlined in [Gatekeeping](#)) online and via social media.
- Use good judgment and consider what could happen if a post becomes widely known and how that may reflect both on the person who posted and the university.
- Remember your online audience and be aware that a presence in the social media world is, or easily can be, available to the public at large (including clients).
- Ensure their posts will not alienate, harm, or provoke any people groups.
- Strive for accuracy by getting facts straight before posting them on social media.
- Review content for grammatical and spelling errors.

Student Evaluation

The DGC uses formative evaluations within each course in the [Graduate Counseling Curriculum](#) to assess student learning across program objectives and key performance indicators (KPIs). Students must maintain certain academic standards (per JBU's [Quality Standards for Continuance in Graduate Programs](#)) to remain in good standing within the DGC. In addition, the DGC reviews cumulative KPI data as part of a summative evaluation of each student at three Professional Development Gates as outlined below.

Professional Development Gates

The DGC performs summative evaluations of student learning, performance, and development across three extracurricular Professional Development Gates (PDG). These "gates" are scheduled checkpoints throughout the counseling program where key areas of student functioning are evaluated by DGC faculty. The entire gate evaluation process serves to help identify trainee development, competency level, and possible deficiencies across multiple points in the program.

Gate 1 – Admissions

This gate evaluates knowledge and disposition of program applicants as follows:

- Knowledge - undergraduate GPA of 2.75 or higher OR GRE score of 290 or higher with a minimum verbal score of 145.
- Disposition - disposition quotient of 2 or higher on the PDCA-RA with no areas of concern noted as rated by DGC faculty based on admissions interview.
- New Student Orientation attendance – students must attend this orientation in order to be eligible for enrollment in the MS in Counseling degree program. Knowledge, skill, and/or dispositions may be assessed during this orientation and deficits may result in a Student Remediation Referral.

Gate 2 - Pre-Practicum

Students in the semester prior to applying for Practicum placement are evaluated for their "readiness" (knowledge, skills, and disposition) to begin entry-level clinical work as follows:

- Knowledge - cumulative GPA of 3.0 or higher across Practicum pre-requisite courses with no areas of academic concern (e.g., course extensions, leaves of absence, Academic Progress Remediation) as noted by DGC faculty AND rating of "meets expectation" or higher on program key performance indicators (KPIs) across completed coursework.
- Skill - successfully completes Counseling Skills and Group Counseling courses with no skill-based Student Remediation referrals as noted by DGC faculty.
- Disposition - disposition quotient of 2 or higher on the PDCA-R across completed DGC clinical courses with no areas of concern as noted by DGC faculty.
- Clinical Site Placement Application - must be approved by DGC faculty/staff.*

**Students who do not comply with the [Clinical Site Placement Application](#) policies and processes will be denied approval to pass Gate 2 and must resubmit this application in a future semester. Students may receive an approved clinical site placement and still be denied approval to pass Gate 2 based on other knowledge, skill, or disposition criteria outlined above.*

Gate 3 - Pre-Graduation

Students in their last semester of the counseling program are evaluated for their “readiness” (knowledge, skills, and disposition) to graduate and begin post-graduate clinical work as follows:

- Knowledge - passes [Comprehensive Exam](#).
- Skill - successfully completes Internship 2 course with no skill-based Student Remediation referrals as noted by DGC faculty.
- Disposition - disposition quotient of 2 or higher on the PDCA-R across completed DGC clinical courses with no areas of concern as noted by DGC faculty.

Students must take all courses in their final semester within the DGC to ensure that final key performance and dispositional indicators can be assessed by program faculty.

DGC faculty will provide each student with an Approved, Approved with Conditions, or Denied evaluation rating at each gate. Students receiving an Approved rating successfully pass through a gate and may continue in the program in good standing. Students receiving an Approved with Conditions rating will be allowed to pass through a gate contingent upon engaging/completing the conditions outlined by the DGC faculty. Students receiving a Denied rating may be referred for [Student Remediation](#) and not be allowed to enroll in or matriculate through DGC coursework until the remedial plan has been successfully completed. A [Professional Development Hold](#) will be placed on the student’s account until conditions related to a gate decision have been satisfied as determined by DGC faculty. Results of PDG evaluations are provided to students in writing and considered academic decisions. To this end, students may appeal results of a formal PDG evaluation/academic decision at any gate by following the [Academic Grievance Policy](#).

Program Evaluation

The DGC collects and reviews key performance indicator (KPI) data and feedback from program constituents (alumni, site supervisors, and employers) to inform program strengths, weaknesses, opportunities and threats on an annual basis. Student KPI data is collected every semester while alumni, site supervisor, and employer feedback is collected once per year. DGC and JBU faculty, staff, and administrators review these data on an annual basis to inform program assessment and revision. Each degree program undergoes a formal, internal program assessment through JBU’s Institutional Effectiveness office. Program data and recommended program changes/initiatives are published in the DGC’s Annual Report (available online).

Student Retention

John Brown University (JBU) and the Department of Graduate Counseling (DGC) prepares students for work as professional counselors, leaders, and helpers in diverse counseling-related settings. The DGC is committed to retaining a diverse student body reflecting the cultural characteristics of JBU campus locations and the clients served in the JBU Community Counseling Clinics. To this end, the DGC respects the dignity, worth, rights, and responsibilities of each student (JBU outlines these rights in the Graduate Student Guide in Eaglenet) in adherence with institutional and departmental missions. In order to provide each student with due process, the DGC faculty evaluate student performance (academic, clinical, and dispositional) via a variety of formal and informal processes and work with students to remediate deficits pertaining to professional functioning/behavior (see [Gatekeeping & Remediation policy](#)).

A student's progress in the counseling program may be interrupted for failure to comply with institutional or departmental standards (as outlined in JBU catalogs, handbooks, manuals, and syllabi) or if/when their functioning interferes with departmental expectations for professional performance and behavior. DGC faculty members bear a dual responsibility to teach and supervise students while protecting public welfare and maintaining the standards of the profession. By policy, consistent with the [American Counseling Association \(ACA\) Code of Ethics](#) and the [American Association for Marriage and Family Therapy \(AAMFT\) Code of Ethics](#), JBU expects DGC students to comply with all ethical standards governing the practice of professional counseling, including adhering to required background checks and securing professional development assistance when needed.

Not every student admitted into a DGC degree program is suited for the profession of counseling, nor does acceptance guarantee continuation in the program, graduation from the program, or endorsement for professional practice and/or licensure upon graduation by any/all faculty. In addition, completion of the program does not guarantee a student will successfully pass required national licensure examinations or achieve licensure as a professional counselor (or related licensed professional). JBU and the DGC retains the right to intervene, recommend, and initiate medical leave of absences, remediation referrals/plans, course/program withdrawal, and program dismissal based on faculty evaluation of the student's program standing, suitability for the profession, and overall performance related to the profession of counseling.

Students actively enrolled in a DGC degree program/course shall report impairment, ethical misconduct, and legal issues to their faculty advisor immediately, as these issues may affect site placement and licensure eligibility. Failure to report such issues may result in Student Remediation referral and/or program dismissal.

Gatekeeping

The gatekeeping policies and procedures promote program excellence by upholding professional counseling and training standards while providing DGC students with opportunities to overcome professional deficits. To this end, the DGC is committed to its gatekeeping role within the counseling profession (as outlined by the [ACA Code of Ethics](#) Section 7 and CACREP 2016 standards 1.N, 1.O, 4.F, 4.G, 4.H) and expects students to be committed to standards of professional performance outlined in this section of the handbook. The American Counseling Association (ACA) defines [gatekeeping](#) as “the initial and ongoing academic, skill, and dispositional assessment of students’ competency for professional practice, including remediation and termination as appropriate.”

The DGC expects the highest standards of personal and professional performance and behavior from both its students/trainees and faculty members (including adjunct faculty and site/clinical supervisors). JBU outlines general student conduct expectations and student rights in the Graduate Student Guide in Eaglenet. Academic policies and procedures related to professional behavior are found in the [Graduate Catalog](#). DGC students shall become familiar with and abide by these documents, including policies and procedures relevant to plagiarism and other academic issues.

The DGC also expects departmental faculty, staff, and students to comply with the ethical codes governing the professional practice of counseling, including the American Counseling Association (ACA) [Code of Ethics](#) and the American Association for Marriage and Family Therapy (AAMFT) [Code of Ethics](#). These codes provide guidelines for clinical practice, professional relationships, teaching, supervision, and research that shall be adhered to at all times. Faculty, staff, and students/trainees shall report ethical violations to the proper clinical or academic authority and initiate remedial referrals and/or assistance when necessary. If students/trainees have any questions about behavioral expectations, academic policy and procedure, ACA/AAMFT ethical guidelines, or student rights, they are encouraged to consult with their assigned faculty advisor.

Finally, based on the mission of JBU and the DGC, students/trainees shall exhibit conduct consistent with the Christian values, attitudes, and beliefs (Romans 12; Romans 8; Galatians 5; Matthew 5; Philippians 4) outlined as follows: *The mission of John Brown University is to provide a Christ-centered education that prepares people to honor God and serve others by developing their intellectual, spiritual, and professional lives. JBU encourages all of its students to live by Christian commitments as articulated in scripture, including, for example, practicing kindness, stewardship, fidelity in marriage, chastity in singleness, forgiveness, reconciliation, and self-control and refraining from dishonesty, obscene language, pornography, and abuse of alcohol and other substances. However, JBU also recognizes that students in its graduate or online degree programs are adults, and are, therefore, responsible for their own choices about moral behavior. Accordingly, JBU requests from each student exclusively enrolled in graduate school or online degree program a sympathetic appreciation of, if not adherence to, JBU's Christian commitments. JBU reserves the right to address persistent behavior or advocacy in conflict with*

these Christian commitments that unduly disrupts the learning of other members of the JBU community. (Additional information related to JBU mission, values, and beliefs can be found in the [Articles of Faith](#)).

Impairment

Impairment (ACA Code of Ethics C.2.g, F.5.b.) is defined as any significant negative impact or interference in a student's academic or clinical functioning to the extent that counselor training and/or client care is compromised. Impairment includes, but is not limited to:

- Inability to adequately manage medical, physical, chemical, psychological, emotional, interpersonal/relational, spiritual/religious, legal, or other extraneous issues.
- Inability or unwillingness to understand, acquire, demonstrate, or maintain professional counseling standards and/or academic/clinical commitments.
- Inability to demonstrate effective social/interpersonal effectiveness, emotional balance, and personal integrity/maturity.
- Inability to exhibit characteristics consistent with Christian values/attitudes (Romans 12; Romans 8; Galatians 5; Matthew 5; Philippians 4), including honesty, integrity, inclusion, respect, and compassion in personal and professional relationships within or outside of the John Brown University community.

Professional Competence

Professional competence (ACA Code of Ethics C.2.a-h) is defined as the ability to demonstrate counseling-related skills or ability at accepted levels of clinical, academic, or dispositional functioning as established by the DGC. Lack of professional competence may include but is not limited to:

- Inability to meet academic competencies (e.g., violating the [Academic Progress](#) policy, repeated absenteeism from class or clinical commitments, etc.).
- Inability to meet clinical competencies related to skill, documentation, mandated reporting, culture and values, and scope of practice.
- Inability to receive, integrate, follow, or otherwise submit to faculty/supervisor and peer feedback.

Fitness

Fitness for practicing within the counseling profession is defined as any combination of behaviors, attitudes, dispositions, academic deficiencies, or personal characteristics that would render the trainee unable to function as a professional counselor. DGC faculty assess trainee fitness for the counseling profession over time and across diverse settings and situations, not based on one specific marker. Issues related to fitness may be corrected through counseling, disability services, and/or remediation and do not always become areas of impairment. However, fitness is often indicated by (but not limited to) academic/learning or interpersonal/communication problems, verbal/language barriers, discomfort or inability to work with certain cultures/ethnicities/lifestyles, lack of maturity or personal responsibility, lack

of critical thinking skills, lack of counselor identity (or over-identification with another profession), or characterological pathology. In addition, deficiencies in one or more of the following dispositional areas may render a person unfit for the role of professional counselor: Conscientiousness, Coping and Self-Care, Openness, Cooperativeness, Moral Reasoning, Interpersonal Skills, Cultural Sensitivity, Self-Awareness, and/or Emotional Stability.

Ethical Conduct

Ethical conduct is defined as any action, behavior, or conduct “consistent with both the spirit as well as the letter of” the ACA Code of Ethics (ACA Code of Ethics Purpose). Therefore, ethical misconduct would include any behavior or suspected behavior violating the spirit and letter of the ACA Code of Ethics or the ethical/legal codes governing the practice of counseling as outlined by state licensure rules and regulations.

Legal and Criminal Offenses

DGC students are required to submit written disclosure of any charges or complaints occurring while enrolled at JBU that may influence their eligibility for practice and licensure as a professional counselor, including:

- Criminal matters (note: this does not include traffic charges unrelated to drugs, alcohol, or injury to person/property)
- Legal action related to business or occupational activities where student is listed as a defendant
- Complaint matter or disciplinary review by any government entity or professional organization
- employment terminations due to conduct

The DGC reserves the right to intervene in instances when legal/criminal issues are discovered and recommend disciplinary action including [Student Remediation Referral](#) and/or [Student Dismissal](#).

Student Assistance & Remediation Process (SARP)

The DGC faculty and staff are committed to providing graduate counseling students with assistance and remediation in instances where [gatekeeping](#) (see above) is required. Because gatekeeping is “the initial and ongoing academic, skill, and dispositional assessment of students’ competency for professional practice, including remediation and termination as appropriate,” the DGC faculty and staff retain the right to assess, intervene with, and refer students for assistance and remediation at any point in the counseling degree program. In other words, the gatekeeping process is always ongoing as students are assessed for knowledge, skills, and disposition beginning at the admissions process and continuing through graduation. It is important to note that most competency and disposition concerns arise during Practicum and Internship near the end of a student’s program of study. Students are advised that gatekeeping does not stop because you are near graduation nor is it necessarily contingent on previous performance in the program.

The Student Assistance & Remediation Process (SARP) is one where DGC faculty assist students in addressing and overcoming issues, concerns, or deficiencies related to student's professional behavior and functioning. The SARP is not a punitive process, but a required opportunity for students to develop and demonstrate growth related to their personal and professional functioning as a counselor-in-training. The SARP is a faculty-driven process in accordance with the ACA Ethical Codes governing gatekeeping/remediation.

Step 1: Student Assistance Referral*

The SARP is initiated when a Student Assistance Referral (SAR) report (See [APPENDIX B](#)) is submitted to the DGC outlining an incident, offense, or area of concern related to the professional behavior or performance of a current student. The DGC will discuss the deficits noted in the SAR as well as any previous assistance, intervention, or remediation leading up to the referral. The identified student is then notified of the SAR submission by the author of the SAR, the student's faculty advisor, or the DGC faculty/staff, and the SAR is placed in the student's academic file. The DGC may request additional information from the student and/or referral source to clarify the concerns outlined in the SAR prior to proceeding to step 2 (below).

*A Student Assistance Referral is not an academic decision or action and therefore is not appealable.

Step 2: Recommendation of Action

The DGC faculty/staff convene to review/discuss the concerns noted in the SAR and make recommendations of action. The DGC has the ability to take the following actions in response to a SAR submission:

- No Assistance - if/when faculty determine the concerns noted in the SAR are without merit, have been sufficiently resolved, and/or do not require DGC intervention or assistance.
- Assistance - if/when faculty determine the concerns noted in the SAR can be resolved by the student without remediation.
- Remediation - if/when the concerns noted in the SAR are significant and/or require DGC intervention and assistance. In these instances, the remediation process proceeds to Step 3 (see below).
- Other - In certain instances, the DGC may recommend action that falls outside of the three above-mentioned actions. In these cases, the DGC will provide a written explanation of the action being recommended.

All recommendations of action related to a submitted SAR are provided to the student in writing.

Step 3: Student Remediation Committee (SRC) & Plan

Remediation action requires the DGC to assign an SRC of no less than two faculty and/or staff to preside over the student remediation process. A [Professional Development Hold](#) is placed on the student account until the formal remediation process and plan have been completed as follows:

-
- The SRC will develop a Student Remediation Plan (SRP) that addresses the concerns outlined in the referral. The committee may consider the student's recommendations for addressing the concerns when developing the SRP. The committee will present the SRP to the student in writing.
 - The student shall sign the SRP as an acknowledgement of their understanding of its requirements. Students who do not sign the plan will be administratively withdrawn from their courses and not allowed to continue in the counseling program until the plan is resolved.
 - Upon receipt of the signed plan, the committee monitors, assists, and evaluates the student's performance/completion of the plan based on objectives and timelines provided. The SRC will report student progress towards completing the plan with the DGC faculty/staff periodically and as needed. The SRC will determine Student Remediation Completion per the Student Remediation Plan Completion policy (below).

Program Withdrawal with Active Referral or Remediation Plan

Students who withdraw from DGC classes and/or the MS in Counseling program after having received a Student Assistance Referral or while on a Student Remediation Plan may be required to satisfy or complete the remediation process/plan prior to re-enrolling in DGC coursework. In these instances, the DGC faculty and staff will determine if/when a student may re-enroll in coursework based on a review of the referral and plan. These decisions will be provided to the student in writing.

Student Remediation Plans

Student Remediation Plans (SRP) are considered a "pass/fail" degree requirement. The Student Remediation Committee (SRC) determines whether or not the student has successfully completed the agreed upon plan. SRC committee members are counselor education faculty who are trained in gatekeeping/remediation interventions and assessments and therefore operate as expert examiners qualified to provide completion decisions. *SRP completion decisions, like providing a grade on an assignment or final grade in a course, are considered academic decisions.**

SRPs may include, but are not limited to: additional (or repeating) coursework, independent study, assignments, continuing education credit, restriction or termination of clinical practice, additional clinical supervision, additional faculty advising/mentoring, mental health counseling or psychotherapy, medical or psychiatric assessment/evaluation; and programmatic leaves of absence (medical or otherwise). Students are responsible for any fees associated with their remediation plan. Students who do not sign their SRP or do not complete aspects of their SRP are subject to continued remediation and/or dismissal from the DGC.

Progress on SRPs shall be reviewed by the SRC a minimum of once per semester and at least prior to the conclusion of the late registration period. Additional reviews may be scheduled by the SRC as necessary. If progress toward SRP completion is viewed by the members of the SRC as insufficient, the committee can revise aspects of the plan, including but not limited to extending due dates and adding

tasks/objectives. At the deadline indicated on the plan, the committee will “grade” the student’s performance on the SRP as follows:

Successful (“S” grade)

The SRC determines the student has been successful in completing the SRP as outlined on the Remediation Plan Worksheet. The SRC will notify the student of this decision in writing and provide them with a copy of said worksheet. In addition, the SRC will submit a final/completed copy of the worksheet to the DGC. This worksheet will be placed in the student’s file, the PD Hold will be lifted from the student’s account, and the student will return to good standing in the counseling program.

Unsuccessful (“U” grade)

The SRC determines that the student has been unsuccessful in completing the SRP as outlined on the Remediation Plan Worksheet or has additional concerns related to the student’s professional behavior/functioning that arose via the remediation process. The SRC will notify the student of this decision in writing and provide them with a copy of said worksheet.

Student Remediation Appeals

Students may appeal an unsuccessful remediation plan decision by scheduling a meeting with their SRC to discuss the outcome of their remediation plan within 10 business days from receipt of said decision. Students should come to this meeting prepared to gain a better understanding of and respond to areas where they failed to successfully address the remediation plan and expectations of their committee. After this meeting, the SRC will determine whether to uphold or overturn their student remediation plan completion decision. This decision will be final and not subject to appeal.

Academic Appeal Policy

At any time during the Student Assistance & Remedial Process (SARP), a student who feels that he or she has been unfairly accused or unjustly treated may appeal to the Vice President of Academic Affairs, Dr. Robert Norwood (RNorwood@jbu.edu), by sending an email including a well-written appeal letter with specific facts and any documentation available. Students who make an Academic Appeal during the course of an ongoing Student Remediation Plan will have that remedial process suspended until the outcome of their appeal has been decided. It is expected that, unless otherwise determined via the appeal process, the student will re-engage the remedial process and see it to completion upon conclusion of the appeal.

Unsuccessful Remediation Outcomes

In cases where the SRC determines an unsuccessful remediation outcome, they will submit a final/completed copy of the Student Remediation Worksheet to the DGC. The DGC will convene, review the worksheet, consult with the SRC, and recommend one of the following actions:

- Referral for Continued Remediation - The DGC may refer the student back to the SRC in the event the student requires additional remediation to adequately address the incident/deficiency indicated in the SRP or if/when new incidents/deficiencies arise throughout the remediation process. This decision will be accompanied by the submission of a new SRR to the DGC as per Step 1 (as outlined above).
 - Continuity of Assistance - In cases where continued remediation is recommended, the DGC will determine whether keeping/changing the composition of the SRC would allow continuity of assistance related to the student's remedial needs.
- Other - The SRC may determine that the student requires assistance that goes beyond the scope of the student remediation process but does not necessarily warrant program dismissal. The SRC will make this recommendation to the DGC in writing, including rationale for the recommendation. The DGC will determine what action to take based on the SRC recommendation, including but not limited to leaves of absence (medical or otherwise), denial of recommendation or licensure endorsement (see [below](#)), and/or assistance via other university offices.
- Dismissal - The SRC may recommend the student for program dismissal. The SRC will make this recommendation to the DGC and the appropriate Dean in writing. In the event the DGC approves the SRC recommendation for dismissal, the Student Dismissal process (see [below](#)) will be followed.

Student Dismissal

If/when the SRC or DGC faculty and staff determine that a student's behavior, professional or academic functioning, or response to remediation warrants dismissal from the DGC, a written dismissal recommendation will be submitted to the appropriate Dean or Associate Vice President of Academic Affairs (AVPAA) by the DGC Department Chair on behalf of the DGC. All final dismissal decisions will be made by the appropriate Dean/VPAA and communicated to the student in writing.

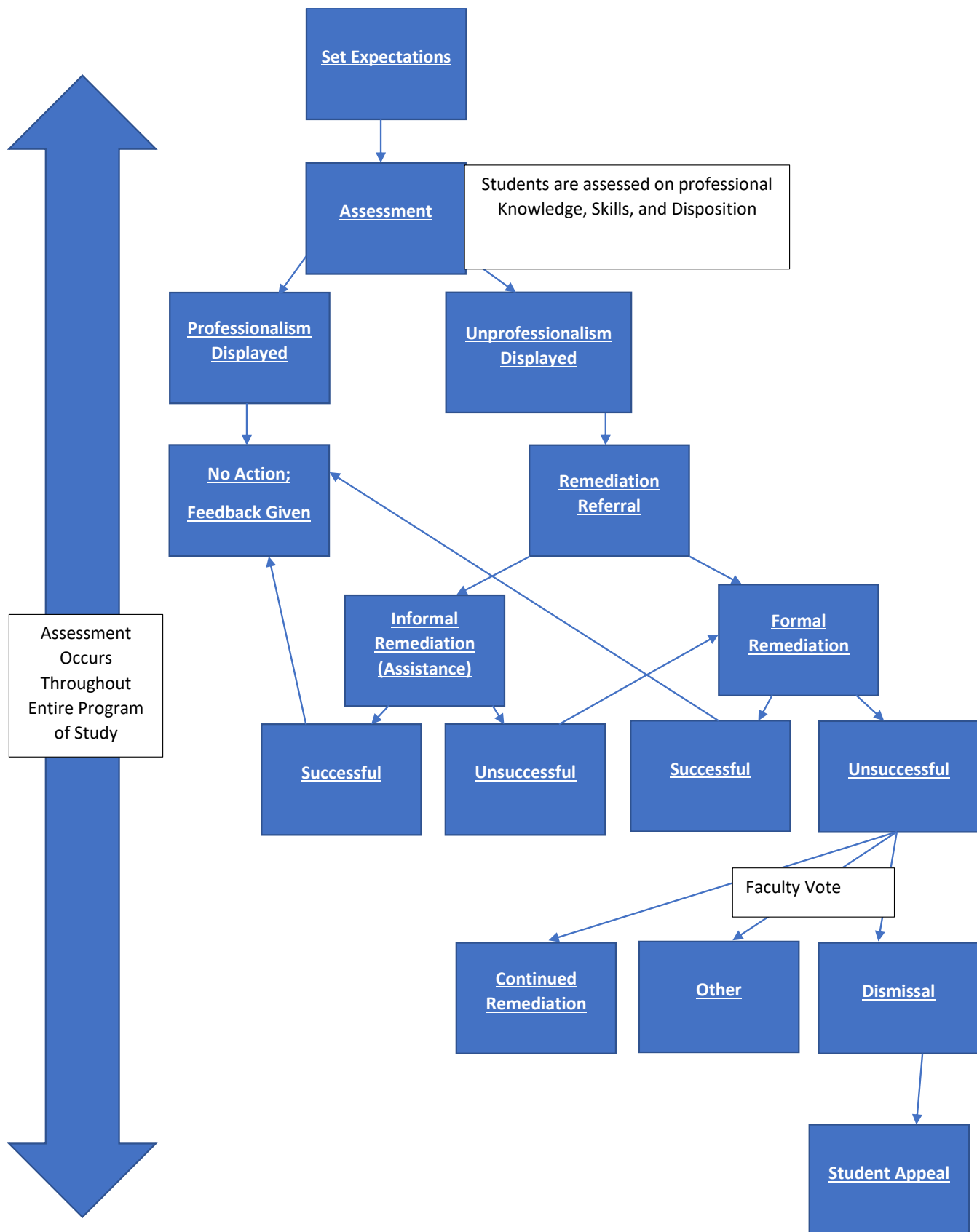
Letters of Recommendation & Licensure Endorsement

The DGC faculty will provide recommendations and endorsements for students to pursue post-graduate employment, education, or licensure/credentialing upon request. These recommendations are based on personal observation and knowledge of the student's performance within the DGC program. If a student requires these letters to include identifiable information from their education record (including grades,

GPA, courses taken, etc.) or faculty evaluations and impressions of student character or disposition, the student shall waive their FERPA rights using the appropriate forms.

As per the ACA Code of Ethics (F.6.d), DGC faculty “endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.” The DGC faculty will communicate any reservations or denial of endorsement in response to the student’s request for such recommendations and endorsements.

Student Remediation Process Flow-Chart



Clinical Training

Developmental Approach to Clinical Training

The DGC prepares students for a career in professional mental health counseling through a developmental philosophy and approach to clinical training and supervision. This philosophy of clinical training entails a process of gradually introducing the student to the knowledge, skills, and dispositional attributes of the professional counselor over time, across a sequenced curriculum, and under the direct supervision of program faculty. As the trainee develops greater knowledge, skill, and character, faculty grant the trainee a greater level of clinical responsibility and autonomy under their supervision.

The DGC faculty are the final authority in evaluating trainee development and determining their readiness and suitability for clinical work. Trainees should be prepared to receive honest, constructive, and evaluative faculty feedback related to their clinical competency that both support and challenge their personal and professional development. Trainees who struggle to effectively receive, respond to, integrate, or follow faculty directives and/or feedback may be referred for Student Remediation or other support services as deemed necessary by faculty. While those outside of the DGC have substantial input into a trainee's development, the oversight and final responsibility of clinical training remain with the DGC faculty/staff. Trainees are expected to address any confusion or concerns around faculty feedback or evaluation directly with that faculty member.

Clinical Course Sequence

Trainees shall complete the clinical courses within the MS in Counseling degree program in the following sequence (as each course is a pre-requisite for the course after it):

1. CNL 7413 Counseling Skills
2. CNL 7123 Group Counseling
3. CNL 8813: Practicum*
4. CNL 8873: Internship I**
CNL 8983: Internship Extension (if necessary)
5. CNL 8883: Internship II**

*Practicum is an entry-level supervised experience designed to provide trainees with opportunities to develop basic counseling competencies in diverse clinical settings.

**Internship is an advanced supervised experience designed to provide trainees with opportunities to master basic counseling competencies, develop advanced or strategic interventions, and prepare for functioning as post-graduate (pre-licensure) professionals.

Objectives of Clinical Training

The objectives of Practicum/Internship are as follows:

- To provide trainees relevant, developmentally appropriate, counseling-training experiences where they become familiar with and practice a variety of professional services and activities in diverse clinical settings.
- To ensure trainees receive weekly individual and group supervision interaction with site and faculty supervisors.
- To provide trainees with opportunities to record counseling sessions for supervision or receive live supervision at each site where they provide counseling services.
- To prepare trainees for more advanced clinical experiences and post-graduate functioning.

Definitions

Community Counseling Clinic

The JBU Community Counseling Clinic is a professional laboratory providing DGC trainees with opportunities to develop professional and clinical competencies under faculty supervision. Community Counseling clinics are committed to providing low-cost counseling services to local adults, children, families, and couples in a safe, professional, and supervised setting. These clinics are also the setting for Practicum and Internship classes (see [Group Supervision](#)). The DGC currently has clinics in Siloam Springs and Little Rock.

Direct (service) hour

Direct hours are counseling services provided by a trainee where there is in-person contact with an identified client (individual, couple, family, or group) in a therapeutic or clinical setting for no less than 45-50 minutes. Direct hours may include one or more of the following:

- When the trainee is the assigned counselor or co-counselor providing counseling services to the identified client(s). Counseling services eligible to be counted as a direct hour include:
 - Intake interview
 - Individual, couples, family, or group therapy
 - Consultation with client and/or their family/support system - *may be counted in 15-minute increments*
- When the trainee is a member of an active reflecting team during a live session. (An "active reflecting team member" is a trainee who interfaces/interacts with clients during the session and therefore would not include trainees participating only in an observer role.)

The following activities are NOT considered direct client hours:

- Watching a video of any other therapist or trainee conducting a counseling session.
- Watching a video in a Practicum supervision class session.
- Watching a live session of another trainee or sitting in on a session but not participating in the session as a counselor or active reflecting team member.

-
- Electronic or distance communication with a client via phone, internet, or other means.

The DGC cannot guarantee the number of direct hours a trainee accrues at a site each semester due to the multiple variables impacting client cancellation/retention rates.

Executive Clinical Director (ECD)

The ECD oversees clinical training objectives across all clinical courses, including training and supervising clinical faculty/staff and site supervisors operating within these courses.

Clinical Director (CD) - Siloam Springs & Little Rock

The CD provides strategic management and administrative oversight of the JBU Community Counseling Clinics (CCC) including orienting and supervising all contracted employees and students/trainees providing clinical services in the CCC. The CD is also the primary liaison between the DGC and clinical sites affiliated with the counseling program. The CD guides students through the Internship application and placement process and makes all Internship placement decisions.

Group Counseling

Group counseling is a specific form of therapy provided to 5 or more clients (group members) who share similar attributes, interests, or needs (the most effective groups house 5-8 members). Group counseling differs from family counseling in that group members are not typically members of the same family addressing functions within that system. Couples and family members may seek group counseling with other couples and families represented in the group.

Group Supervision

Group supervision is a mandatory, weekly meeting of the Practicum and Internship courses. Group supervision is provided by DGC faculty at the JBU Community Counseling Clinic. Group supervision is designed to provide trainees with opportunities to discuss clinical/site issues, present clinical cases, give/receive peer feedback on cases, and evaluate their overall clinical experience. Trainees can count group supervision towards their indirect hour totals each semester.

Indirect (Service) Hours

Indirect hours consist of clinical duties or activities on behalf of a client that do not require face-to-face interaction or contact. Indirect clinical hours are typically administrative in nature where client contact is secondary or unnecessary, including paperwork, scheduling, session preparation, research, treatment planning, case consultations, and continuing education/training.

Individual Counseling

Individual counseling involves one client (typically 18+ years old) receiving counseling treatment from one or more counselors. Individual counseling is varied in focus, but generally explores a variety of individual or personal challenges including but not limited to identity, mood, stress, vocation,

cognitive/intellectual issues, personality, sex, marriage, parenting, family of origin, grief, addiction and abuse recovery, spiritual/religious issues, and lifestyle improvement.

Individual Supervision

Individual supervision is a mandatory, weekly meeting lasting for no less than 50-60 minutes between a qualified [Site Supervisor](#) and a [trainee](#) at EACH site where the trainee provides clinical services. Individual supervision shall happen every week the trainee sees clients at each site and focus solely on the caseload of clients the trainee treats at that site. It is unethical (breach of confidentiality) for trainees to receive individual supervision of client cases at one site from an individual supervisor outside of that site.

Marriage, Couples & Family Counseling

Marriage, couples, and family counseling involves multiple clients (two or more) of the same family, or two clients committed to a (pre)marital relationship receiving treatment from one or more counselors. Marriage, couples, and family counseling explores healthy communication, conflict resolution, boundaries, rules and roles, family/marital expectations, sex, abuse, parenting, grief and loss, and behavioral and addiction issues as they pertain to the marital/familial system.

Play Therapy

Play therapy tends to involve one or more children receiving treatment in a clinical playroom or creative play setting. Play therapy provides children with an opportunity to express themselves through play. Play therapy allows children to communicate in constructive ways, control their behavior, understand their thoughts/feelings, make decisions, and accept responsibility for their choices. When appropriate, play or sand tray mediums can be used with adolescents and adults as well.

Relational Hours

Relational hours are unique direct hours that are accrued by MFT emphasis students in the MFT Field Experience courses. Relational hours are direct service hours where the trainee delivers therapeutic services to two or more individuals in the same physical location (counseling room) who share an ongoing relationship beyond the therapeutic experience itself. As such, the identified "client" is the couple, family, or subsystem/group of interrelated members working on issues related to the marital/familial relationship or system. In other words, relational hours have more than one representative of the system in the therapy room with the trainee. The DGC cannot guarantee the number of direct hours a trainee will accrue at a site each semester due to the multiple variables impacting client cancellation/retention rates.

Site Supervision

Clinical supervision and oversight of a trainee at the site where the supervisor is immediately available for face-to-face consultation at all times when counseling services are being rendered by the trainee as defined below:

-
- “at the site” - site supervisors are in the same physical building and within walking distance of the room/suite/center where the trainee/supervisee is rendering counseling services.
 - “immediately available” - site supervisors are always accessible to the trainee/supervisee in cases of emergency or when clinical consultation is required; supervisors shall be able to cease other tasks when emergency consultation is required by the trainee/supervisee.
 - “face-to-face consultation” - site supervisors shall provide “in-person” oversight of a trainee’s clinical work; this does NOT mean they are available online (email, chat, or video conferencing) or via telephone when a trainee is treating clients.
 - “at all times” - any time the trainee/supervisee is at the site.*

In the event that a site supervisor cannot be onsite or available to the trainee/supervisee, alternative coverage shall be arranged and approved by the JBU faculty supervisor and/or Field Placement Coordinator.

Site Supervisor

Site Supervisors qualified to provide supervision to JBU trainees shall meet the following criteria:

1. Hold a master’s degree in counseling or a related field.
2. Hold an active license in professional counseling or a related field (Licensed Marriage and Family Therapist, Licensed Clinical Social Worker, Licensed Alcohol and Drug Counselor, Clinical Psychologist, or Psychiatrist). This license may not be under investigation, suspension, or remediation.
3. Has a minimum of 2 years of full-time post-graduate counseling experience (or equivalent) in a clinical setting.
4. Has completed counseling supervision training.
5. Understands and agrees to JBU’s Site Supervisor Agreement.

Trainee

Students in Practicum and Internship courses who provide clinical services to real clients under the supervision of program faculty and licensed counselors are considered counselors-in-training or ‘trainees’. Trainees in these clinical courses act as JBU ambassadors in the local community, extending the DGC mission through a Christ-centered approach to professional development, academic excellence, and clinical competency.

Clinical Settings

Trainees will complete their Practicum experience at a JBU Community Counseling Clinic (CCC) in Siloam Springs or Little Rock. These training clinics provide low/no-cost counseling services to a diverse client demographic. Trainees must apply for Practicum placement via the Clinical Site Placement Application process. All Practicum placement decisions/approvals are made by DGC faculty/staff.

Trainees will complete their Internship experience at an external site (counseling agency or practice) in the local community in a role and setting relevant to the practice of clinical mental health counseling.

These external sites include but are not limited to community mental health counseling agencies, psychiatric hospital units, inpatient treatment centers, private counseling practices, faith-based counseling centers, and school-based mental health service agencies. External sites are vetted by and contract with DGC/JBU to provide clinical mental health counseling experiences for JBU trainees based on the DGC's requirements for Internship. Trainees must apply for Internship placement via the Clinical Site Placement Application process. All Internship placement decisions/approvals are made by DGC faculty/staff.

Practicum/Internship Courses

Practicum and Internship courses include a 2.5-hour class that meets each week where trainees receive group supervision and a clinical "lab" component where students provide counseling services under the supervision of a JBU-approved licensed individual supervisor. Practicum/Internship classes typically meet in the Community Counseling Clinics in Siloam Springs and/or Little Rock.

Practicum Prerequisites

Prior to applying for Practicum placement students must complete the following prerequisite(s) with a B- grade or higher: *CNL 7123 Group Counseling, CNL 7133 Counseling Theories, CNL 7413 Counseling Skills, CNL 7523 Intro to Counseling & Professional Development, CNL 8053 Crisis and Trauma, CNL 8073 Psychopathology & Diagnosis, CNL 8221 Tech-Assisted Counseling, CNL 8253 Spiritual & Religious Values in Counseling, and CNL 8433 Professional Ethics & Legal Issues in Counseling.*

Practicum Clinical Hour Requirements

Trainees must complete a minimum of 100 clinical hours across the 1-semester Practicum course. A minimum of 60 clinical hours must meet the definition of an [indirect \(service\) hour](#) and a minimum of 40 clinical hours must meet the definition of a [direct \(service\) hour](#).^{*} Trainees who accrue less than these minimum hour requirements at the conclusion of the Practicum course will be given a "U" grade and must repeat the course. Trainees must lead/co-lead a counseling or psychoeducational group during either Practicum or Internship as evidenced on their clinical log.

^{*}The DGC cannot guarantee the number of direct hours a trainee accrues at a site each semester due to the multiple variables impacting client cancellation/retention rates.

Internship Prerequisites

Prior to applying for Internship 1 placement, students must complete the following prerequisite(s) with an "S" grade or equivalent: *CNL 8813 Practicum*

Internship Clinical Hour Requirements

Trainees must complete a minimum of 600 clinical hours across the 2-3 semester Internship experience (Internship 1, Internship Extension, and Internship 2). A minimum of 360 clinical hours must meet the

definition of an [indirect \(service\) hour](#) and a minimum of 240 clinical hours must meet the definition of a [direct \(service\) hour](#).^{*} Trainees may accrue clinical hours across multiple semesters of Internship.

Trainees who accrue less than these minimum hour requirements at the conclusion of the Internship 2 course will be given a "U" grade and must repeat the Internship 2 course. Trainees will repeat Internship 2 until clinical hour totals for Internship are fulfilled. Trainees who earn 6 credits of graduate counseling coursework of "U" or "F" will be referred for Student Remediation as per the [Academic Progress policy](#). Trainees must lead/co-lead a counseling or psychoeducational group during either Practicum or Internship as evidenced on their clinical log.

^{*}The DGC cannot guarantee the number of direct hours a trainee accrues at a site each semester due to the multiple variables impacting client cancellation/retention rates.

Internship Extension

Trainees may choose to register for the 1-semester CNL 8983 Internship Extension course between the Internship 1 and Internship 2 semesters. Because trainees may accrue clinical hours across multiple semesters of internship, registering for CNL 8983 Internship Extension will provide the trainee additional time to amass hours towards their clinical hour totals.

Time Commitment

Trainees enrolled in the Practicum course can prepare for committing approximately 10-15 hours per week across 2-3 days/evenings towards this clinical experience. Practicum takes place within the JBU Community Counseling Clinic (CCC) where students are required to serve 2-3 shifts per week during clinic operating hours (typically Tuesday-Thursday afternoon/evenings).^{*} JBU trainees are expected to meet all site expectations, policies, and procedures per their Clinical Coordinator.

Trainees enrolled in Internship courses can prepare for committing approximately 20-25 hours per week across 3-4 days/evenings towards this clinical experience. Each Internship site has varying requirements and expectations for trainees based on their specific agency policies and procedures. JBU trainees are expected to meet all site expectations, policies, and procedures per their site supervisor.

The DGC recommends trainees limit their personal, occupational, social, and academic commitments during Practicum/Internship due to the time commitment requirements and mental, emotional, spiritual, and physical intensity of this phase of development. Trainees who cannot meet site requirements or Practicum/Internship time commitments may not be approved for placement and delay their placement until these expectations can be satisfied.

^{*}Clinic hours are subject to change. Students should contact the Clinical Coordinator for specific information related to current clinic shifts and operating hours well in advance of their Practicum experience. It is the student's responsibility to make arrangements in their personal schedules to accommodate the time commitment required of the Practicum/Internship experiences.

Practicum/Internship Evaluation

Trainees enrolled in Practicum/Internship shall adhere to all requirements of the course as outlined in the Practicum/Internship syllabi and this handbook. Detailed information about all course requirements, policies, assignments, and expectations are provided in the Practicum and Internship syllabus.

Trainees in Practicum/Internship will be evaluated and graded on their clinical competency, personal and professional disposition, counselor identity, and overall suitability for success in the counseling field. Site and faculty supervisors provide feedback and formal evaluations of trainee performance throughout the semester as follows:

- Supervision Feedback - verbal and on-going *formative* evaluations of student's counseling performance (knowledge, skill, and disposition) occurring during weekly supervision meetings (individual and group) based on live or recorded counseling sessions and peer interaction.
- Supervisor Evaluations - written and formal *summative* evaluations of student's counseling performance (knowledge, skill, and disposition) occurring at mid-semester and end of semester.
- Course Assignments - graded by course instructor (faculty supervisor) per course syllabi.

The trainee's clinical performance and overall clinical development is evaluated by the site and faculty supervisor over time using a variety of supervisory means and modes. Trainees will receive weekly performance feedback in individual supervision with primary focus on reviewing live or recorded counseling sessions. Trainees will receive developmental feedback from their faculty supervisor with primary focus on case conceptualization skills, personal and professional disposition, and counselor identity development. Faculty supervisors make summative evaluations of a trainee's performance each semester, including providing a pass/fail grade for the Practicum/Internship course.

Practicum/Internship Grading

The Practicum/Internship faculty supervisor provides the trainee with a final grade at the end of the semester as per the course syllabus. The following scale is used to assign Practicum/Internship grades:

- S = 'Satisfactory': The trainee met or exceeded developmental standards and competencies. Trainees receiving a satisfactory grade in Practicum are eligible to apply for Internship placement.
- U = 'Unsatisfactory': The trainee did not meet some or all developmental standards and competencies. The trainee must repeat the Practicum course and may also be referred for Student Remediation depending on the developmental concerns noted by the group/faculty supervisor. Because a "U" grade is equivalent to a failing grade, all Practicum assignments and clinical hours must be repeated upon retaking the course.
- I = 'Incomplete': DGC faculty may provide trainees with an "I" grade based on the unique circumstances of the trainee and/or their site. If an "I" grade is granted, trainees shall complete all course/clinical hour requirements within the time allotted by the faculty supervisor. Faculty will change the "I" grade to an "S" or "U" at the conclusion of the time allotted.

Clinical Site Placement Application

Clinical Site Placement Application Overview

The MS in Counseling degree program has a Clinical Site Placement Application process that is a component of Gate 2 student assessment and regulates site placement across Practicum and Internship experiences. All Clinical Site Placement decisions are made by the Department of Graduate Counseling (DGC) faculty/staff and are based on affiliation agreements/contracts between JBU and each site. Site application decisions include 'Approved', 'Approved with Conditions', or 'Denied'. All application decisions are provided to the student/trainee in writing. Placement is not guaranteed and non-placed trainees may need to withdraw from Practicum or Internship until placement has been approved. Students/trainees are expected to comply with all site decisions made by the DGC.

Students receiving an 'Approved' application decision will be placed at an approved clinical site and may enroll in the appropriate Practicum or Internship course. Students receiving an 'Approved with Conditions' application decision will have certain contingencies or parameters to their placement (as determined by the DGC faculty/staff) that may need to be completed prior to or concurrent with enrollment in the appropriate Practicum or Internship course. Students receiving a 'Denied' application decision will not be placed at a clinical site and must reapply for placement in a future semester. Denied applications occur for a variety of reasons, including but not limited to student availability, site/supervisor availability, or other site-related issues and do not necessarily indicate a need for student remediation. Denied applications will require the trainee to withdraw from Practicum or Internship, reapply for clinical placement in a future semesters (unless otherwise notified), and may result in degree plan changes. Placement decision are not considered "academic action" and are therefore not open for student appeal.

Clinical Site Placement Application Process

Students in the MS in Counseling degree program will apply for Clinical Site Placement in the semester immediately prior to their anticipated enrollment in the Practicum course. This application process is also an aspect of Gate 2 assessment of student readiness for clinical work. The Clinical Site Placement Application will ask for student availability for both the one-semester Practicum experience and the two-semester (minimum) Internship experience. Students should review the [Time Commitment](#) for both Practicum and Internship experiences and ensure their availability is commensurate with these parameters in order to increase their chance of being placed. Clinical placement for Practicum in the MS in Counseling program is limited to the JBU Community Counseling Clinics (CCC) in Siloam Springs and Little Rock, AR. Clinical placement for Internship includes both the JBU CCCs and counseling sites within the community who have completed affiliation agreements with JBU and the Department of Graduate Counseling (DGC). The DGC Field Placement Coordinator manages the Clinical Placement Application process as follows:

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- Prior to Week 4 - Students submit a [Clinical Site Placement Application](#), professional resume, and federal/state [Background Check](#) results to the Field Placement Coordinator.
 - After Week 4 - The Field Placement Coordinator will coordinate interviews for students with potential sites. Students are required to attend scheduled interviews as professional representatives of JBU and the DGC. Placement is not necessarily contingent on an interview as sites differ in their pre-placement requirements.
 - After Week 10 - The Field Placement Coordinator and DGC faculty make final placement approval decisions. All placement decisions are provided to the student in writing.
 - Once placed* - Trainees approved for placement shall complete the following:
 - Purchase subscription to [Supervision Assist](#) (SA) and complete *HIPAA Safeguards & Best User Practices* course within SA.
 - Register for the correct Practicum/Internship course.
 - Purchase [student membership](#) through the American Counseling Association (ACA), which includes liability insurance coverage. Upload copies of ACA membership and liability insurance via Supervision Assist.
 - Complete Site Supervisor Agreements via Supervision Assist.
 - Complete mandatory orientation assignments at their placement site(s) as needed.

*Trainees who do not complete each of the above requirements prior to Week 14 in the semester prior to placement may have their placement terminated, be administratively withdrawn from Practicum/Internship, and/or referred for Student Remediation. Trainees who chose to reject their placement, not report to their placement site, or have their placement terminated by the site or the DGC are required to reapply for placement via the Clinical Site Placement Application process in the semester prior to their next planned Practicum/Internship enrollment unless otherwise notified (see [Site Placement Release/Termination](#) policy for more information).

Distance Internship

Students accepted into the John Brown University (JBU) Master of Science (MS) in Counseling program will complete all necessary course and clinical work as outlined in the Graduate Catalog and the DGC Handbook. Students cannot complete program requirements offered in on-ground or traditional formats via online format. Students that relocate outside of JBU's geographic location for any reason during their enrollment in the counseling program are still expected to attend in-person classes, including Practicum and Internship, and perform in-person clinical services at a JBU-approved Internship site.

Clinical Training Policies

Background Check

Trainees shall complete a state and federal background check as a prerequisite for beginning their clinical training in Practicum. Trainees must submit current background check results to the Department of Graduate Counseling (DGC) as part of the Practicum Site Application process. A new background check is required if/when the background check information previously submitted by the trainee is more than a year old. The background check is completed online ([click here](#)) and any cost incurred is the responsibility of the trainee. Students shall provide their full name and JBU email upon login and choose "JBU Grad Counseling" from the drop box on the payment page to ensure that delivery of results comes directly to the DGC. All background check results are maintained in the trainee's academic file.

Trainees may be required to provide the DGC faculty/staff with additional clarification surrounding the nature and outcome of any arrest(s)/charge(s) noted on their background check results as they may affect the trainee's readiness for clinical work, eligibility for professional licensure, suitability for working in the helping fields, and need for remediation or other assistance. The DGC faculty/staff will determine appropriate measures in response to background check results, including but not limited to suspending or denying Practicum approval, referral for Student Remediation, and/or program dismissal.

The DGC will contact the Vice President for Academic Affairs and the Vice President and Chief Operating Officer for their feedback on and support of all background check decisions due to the institutional liability and risks involved.

Clinical Hours & Logs

Trainees are expected to maintain accurate and up-to-date clinical logs throughout the Practicum/Internship course sequence. Site supervisors and faculty supervisors shall approve and sign clinical logs in order for clinical hours to count towards fulfilling course requirements. Trainees cannot revise or edit logs that have already been approved or submitted for a grade without both site and faculty supervisor approval. Currently, trainees will keep their clinical log using [Supervision Assist](#) technology. It is highly recommended that students keep both digital and hard copies of their semester logs as they may be required for state licensure.

Clinical Training Participation

Trainees are required to actively see clients and participate in mandatory weekly individual and group supervision for the duration of their clinical experience in the DGC degree program. Individual and group supervision holds significant importance within the counseling curriculum as they provide the face-to-

face context for faculty supervision and evaluation of the trainee's clinical skill, disposition, and professional development. Trainees who are absent from individual or group supervision may be referred for Student Remediation, fail the P/I course, or be dismissed from the counseling program.

Individual Supervision Participation

Trainees will receive 1 hour of weekly individual supervision at each site where they treat clients for the duration of each P/I course. If a trainee does not receive individual supervision at a site (regardless of the reason for this absence of supervision) any clinical hours accrued during that week at that site will not count towards the trainee's clinical hour total UNLESS the trainee and their site supervisor make up the individual supervision session within 10 days of the missed supervision appointment. It is the trainee's responsibility to pursue weekly individual supervision sessions or make up individual supervision sessions with their site supervisor. Trainees who are absent from individual or group supervision may be referred for Student Remediation, fail the P/I course, or be dismissed from the counseling program.

Group Supervision (P/I class) Participation

Trainees will receive weekly group supervision from JBU faculty for the duration of each Practicum and Internship course. Please review the course syllabus for specific information related to attendance/participation in group supervision.

Emergency Absences

In the event of a documented emergency (e.g., medical, death/catastrophic, accident, disaster) trainees will contact their individual supervisor (at each site where they treat clients) and their faculty/group supervisor at their earliest convenience. Due to ethical/legal parameters around continuity of client care and clinician impairment, trainees who experience emergencies resulting in absences from clinical work will develop plans for ensuring ethical client care with each individual site supervisor during their absence. Faculty/group supervisors will work with the individual supervisor(s) to determine whether the trainee is fit to continue treating clients or medically impaired to the extent that client care is compromised. Trainees requiring extended absences due to documented medical issues may be eligible for a medical withdrawal from the P/I course. Trainees who are deemed medically impaired may be issued a referral for Student Remediation, allowing the DGC faculty/staff to make recommendations of action based on the trainee's unique situation.

Requested Absences

Trainees shall get prior approval for any/all absences from a clinical site during a particular semester from both their site supervisor and faculty/group supervisor, including sick leave, vacation, and JBU-sanctioned holidays. Since any absence will impact client continuity of care, supervisors have the right to approve or deny requested absences based on the nature, timing, and impact of such requests. It is the trainee's responsibility to work with their site/site supervisor to develop and implement an ethical plan of client coverage for all absences. Requested absences from a clinical site or Practicum/Internship class may not exceed 10 consecutive days. Except in qualifying circumstances, trainees who do not attend a

site or treat any clients for 10 consecutive days without site and faculty supervisor approval may be removed from a clinical site and/or administratively withdrawn from the clinical course.

Contracted Hours at Clinical Sites

All clinical contracts and agreements between JBU/DGC and clinical sites shall reflect semester start and end dates consistent with the current JBU academic calendar. DGC trainees are limited to meeting clinical course requirements within the calendar parameters of JBU semester schedules. Therefore, trainees may not provide clinical services, including direct and indirect hours, at their site prior to or after a semester wherein they are enrolled in a clinical course. In addition, trainees may not provide clinical services prior to completion and approval of all site placement agreements/contracts or after site release and/or site termination approval. Trainees who do not have placement agreements and contracts completed prior to the end of Week 2 in the semester of their placement may be administratively withdrawn from their clinical course. Trainees who provide client services without the requisite JBU approvals, agreements, and contracts in place are operating outside of JBU policy, procedure, and contractual obligations and may be removed from the site, administratively withdrawn from a clinical course, referred for Student Remediation, and/or recommended for program dismissal.

Students are expected to provide clinical services, including direct services*, at each site where they are placed for the duration of each Practicum/Internship semester regardless of their clinical hour totals. Students who complete their Practicum or Internship hour totals prior to the end of a semester shall continue providing clinical services through the remainder of the semester. Students may decrease or terminate/refer clients on their caseload with permission from and under the direction of their site supervisor.

*The DGC cannot guarantee the number of direct hours a trainee accrues at a site each semester due to the multiple variables impacting client cancellation/show rates.

Continuity of Client Care

Counseling is a time-limited relationship in that, at some point, the relationship between trainee and client comes to an end. Therefore, trainees in clinical courses (Practicum/Internship/MFT Field Experience) are expected to understand, prepare for, and adhere to the following continuity of client care directives:

- The “site” (e.g., JBU Community Counseling Clinic or external counseling agency) is the “provider” of client services and as such, clients contract with the site (not the trainee) for services. To this end, client files/records/information are the property of the site. Trainees are considered non-paid/volunteer “employees” of any/all site(s) where they are placed by JBU and operate under the supervision and liability of the university, department, faculty/staff, and site.
- As per the ACA Code of Ethics, C.3. Advertising and Soliciting Clients - C.3.d. Recruiting Through Employment - *Counselors do not use their places of employment or institutional affiliation to*

recruit clients, supervisors, or consultees for their private practices. Therefore, it is not permissible for trainees to “self-refer” clients from one site to another.

- Trainees will adhere to the JBU CCC non-solicitation clause.

Declaring Major/Emphasis before Entering Practicum

Trainees shall declare their intended majors/emphases prior to entering Practicum. This ensures that the trainee have met all of the Practicum pre-requisite requirements for their selected major(s)/emphases. If a trainee determines that they would like to add/drop majors and are already in Practicum, then they shall meet all the pre-requisite requirements for each of those majors prior to adding or changing majors.

Emergency & Crisis Clinical Situations

Trainees will often encounter clinical situations wherein an identified client experiences an emergency or crisis. These situations may include suicidal/homicidal ideation, abuse or neglect (physical, sexual, emotional, or spiritual), increased severity of mental health symptoms, addiction, legal/financial, or divorce or separation. In cases of emergency or when a client presents in crisis, trainees shall follow the processes and procedures for emergency and crisis client situations set forth by the clinical site where the client is being treated, including documentation of the crisis and clinical response.

If/when a trainee requires emergency, crisis, or supervision outside of scheduled supervision appointments they shall follow this contact/communication decision tree:

1. Student has an emergency/crisis issue with a client at an external site:
 - a. Student contacts on-site supervisor or individual site supervisor to triage issue immediately.
 - b. Student then can follow up with their current Practicum/Internship faculty member as necessary.
 - c. In the event that the on-site or individual supervisor are not available to address the situation, trainees will immediately contact their current Practicum/Internship course faculty member to resolve the situation.
2. Student has emergency/crisis situation with a client at JBU clinic:
 - a. Student contacts on-site Clinical Coordinator to triage issue immediately.
 - b. Student and/or Clinical Coordinator can then follow up with individual supervisor and Practicum/Internship faculty member as necessary.
3. Student has emergency/crisis situation with a client at JBU clinic during a Practicum/Internship class:
 - a. Student contacts faculty member teaching Practicum/Internship class in the clinic to triage issue immediately.
 - b. Student and/or Practicum/Internship faculty member follow up with Clinical Coordinator as necessary.

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4. Student has issues with a site supervisor's availability, feedback, or proposed actions with a client:
 - a. Student can follow up with their current Practicum/Internship faculty member as necessary.
 - b. Practicum/Internship faculty member will follow up with site supervisor as necessary.

Liability Insurance

Trainees are required to purchase and maintain an individual professional liability insurance policy during their clinical experience. This liability insurance policy shall provide a minimum of \$1 million per instance/\$1 million aggregate coverage, however it is recommended that the trainee purchase a policy providing \$1 million per instance/\$3 million aggregate minimum coverage. To meet certain CACREP requirements related to identifying with the greater counseling profession, trainees are required to purchase a student membership through the American Counseling Association (ACA) that includes liability insurance as a membership benefit.

Trainees shall submit proof of ACA membership and individual coverage liability insurance to the Field Placement Coordinator prior to the first week of Practicum. Trainees cannot have client contact or accrue clinical hours without proof of current/active liability insurance on file with JBU. Trainees who provide direct services without current/active liability insurance coverage will be considered operating outside of their scope of practice and the parameters of their clinical placement. **In these instances, the trainee cannot accrue any clinical hours (direct or indirect) and may be administratively withdrawn from their clinical course until liability insurance coverage is activated.**

Non-Solicitation Clause

JBU trainees understand and agree that upon termination of counseling and/or therapeutic services for any cause or reason, they will not thereafter, either directly or indirectly, either as a partner or as an officer, director, shareholder, employee, agent, or servant of any corporation, partnership, or Internship site, solicit business from any client to whom services were provided under the auspices of their status as a JBU student/trainee. Trainees who use their JBU-affiliation or site placement to self-refer, self-promote, or otherwise solicit business from a client or potential client violate the ACA Code of Ethics C.3.d. and as such may fail their clinical course, be referred for Student Remediation, and/or recommended for program dismissal.

Paid Internships

The DGC considers trainees enrolled in Practicum/Internship courses and completing clinical course requirements at counseling agencies to be "student volunteers" at these sites. Therefore, in consultation with the Arkansas Board of Examiners in Counseling and Marriage & Family Therapy (ARBEC), the DGC has adopted the Arkansas Code Annotated §17-27-101, Section 2.2. Volunteers, as it relates to JBU trainees/student volunteers. More specifically, Section 2.2.b. states,

Any fees to recover costs for materials and/or services rendered, whether assigned fees or donations, will be made payable and deposited to the agency, organization, church, or synagogue that has given the approval. Payment of any type, barter or cash, to the volunteer means the volunteer has entered the private sector and must be licensed by the Board.

Therefore, JBU trainees may not accept paid internships or receive any payment or remuneration for services rendered as part of a JBU Practicum or Internship experience.

Only practitioners licensed by the appropriate state licensing board may recover costs or fees for counseling services (including private, insurance, Medicare, and Medicaid payment) even when an unlicensed student under the supervision of a licensed counselor renders services. Trainees may not accept payment or employment as a counselor nor use the title 'Counselor' or 'Therapist' to describe their role as a JBU counseling trainee. Trainees who accept payment or remuneration from a site for services rendered during a JBU Practicum/Internship enter into an employment relationship with their site in violation of the DGC's [Prior Relationship with a Clinical Site policy](#). Trainees who wish to seek Internship placement at a current place of employment must review and submit the requisite petitions for placement consideration.

Prior Relationship with a Clinical Site

Trainees shall be placed at clinical sites where clinical supervision and evaluation remains objective. Therefore, trainees may not pursue placement at a clinical site where a prior relationship exists. Prior relationships include but are not limited to ownership, employment, service as a board officer, or any other formal connection to the site via friends or family members who would play a role in trainee evaluation (per ACA Code of Ethics F.3.d.). In some cases, trainees may use their place of employment (whether it be for-profit or non-profit) by meeting the criteria outlined below:

- The clinical experience shall be performed in a distinct and separate department from the one the trainee is currently employed where no prior personal/professional relationship exists.
- The individual/site supervisor does not have an evaluative, supervisory, or shared role in the trainee's employment at the site.

If a student wants their place of employment to be considered as a clinical site (based on the conditions above) they shall petition the Field Placement Coordinator in writing to request an evaluation of their place of employment as a site. These requests shall be submitted no later than 6 weeks prior to the start of the semester in which the trainee wishes to perform clinical hours at that site. The written request shall provide evidence that the trainee's employment status will not impact the clinical experience in any way based on the criteria provided (above). Decisions related to these petitions will be provided to the trainee in writing by the Field Placement Coordinator. Students must disclose any prior relationship with a site, whether personal or professional, on their Clinical Site Application. Students who do not disclose a prior relationship with a site or initiate a dual relationship with a site while serving as a trainee may be

removed from the site, administratively withdrawn from a clinical course, be referred for Student Remediation, and/or dismissed from the counseling program. Questions about dual relationships should be directed to the Executive Clinical Director and Field Placement Coordinator.

Site Placement Extension Request

Trainees who wish to provide clinical services at their site(s) outside of the published JBU semester dates (i.e., between semesters) must request a site extension through the Field Placement Coordinator using the Site Placement Extension Request Form ([APPENDIX G](#)) no later than one week prior to the end of the semester. Site Placement Extension Requests submitted during the last week of the semester or later will be reviewed at the discretion of the DGC Clinical Team. Trainees shall provide rationale for the extension, including verification of on-site and individual site supervision coverage during the requested timeframe. All Site Extension Request decisions will be provided to the trainee in writing. Trainees may not continue going to or providing services at their site beyond the semester without written approval.

Trainees who receive written Site Placement Extension approval shall submit all required coursework and clinical paperwork before the conclusion of the semester and may only accrue additional clinical hours during the extension. It is unethical for trainees to have client contact outside of their enrollment in a JBU course OR outside of the course's official start/end dates (as published in the JBU Calendar). Students who have client contact outside of a JBU course, outside of a JBU semester, and/or without an approved Site Placement Extension may be referred for [Student Remediation](#).

Site Issues

Trainees shall follow all policies, procedures, standards, directives, and protocols as outlined by their clinical site and/or site supervisor. Trainees may encounter difficulties at their clinical site or with their site supervisor during their Practicum/Internship experience. Trainees shall work directly with their site supervisor to resolve any issues that arise at their clinical site, as most clinical difficulties can be resolved developmentally via clinical supervision. However, there may be instances when concerns persist despite the best efforts to resolve these issues by the trainee and site supervisor. In these instances, the trainee or site supervisor shall communicate their concerns to the trainee's current Practicum/Internship faculty member. If issues persist after faculty intervention, the Department of Graduate Counseling may intervene as per Site Termination and/or Gatekeeping & Student Remediation policies.

Site Placement Change/Termination

Trainees may not terminate, abandon, or otherwise change a DGC-approved site placement without prior approval from the DGC in writing. If a trainee withdraws from or does not enroll in Practicum/Internship, they are required to submit the Site Placement Change Request Form ([APPENDIX E](#)) to the Field Placement Coordinator. All site placement, change, and termination decisions are made by

the DGC's faculty and provided to the trainee in writing. Client welfare and continuation of care will be the highest priority in evaluating the necessity of all site change/termination decisions.

Site Placement Changes

In rare instances, trainees may request a site placement change prior to graduation using the Site Placement Change Request Form ([APPENDIX E](#)). Requests for a site change are made based on extenuating circumstances that jeopardize the trainees clinical work at that site, including (but not limited to) lack of or inappropriate site supervision/coverage, unethical site practices, site closure, and/or student withdrawal from Practicum/Internship. Typically, wanting a more diverse clinical experience or more clinical hours are not sufficient reasons for a site change. Students should seek support for site changes from their faculty group supervisor first. The faculty supervisor will follow up with the site supervisor to validate the site change rationale and discuss ethical referral/termination of the student's caseload in the event a change is approved. Site Placement Change Request Forms are then submitted to the Field Placement Coordinator who, in consultation with the Executive Clinical Director, may follow up with the student, supervisors, or site for additional information as needed. The DGC faculty make all final site placement change decisions. Final site change decisions are made with the site, trainee, and client welfare in view. Trainees will be informed of this decision in writing. Leaving, changing, or adding a site without approval from the DGC faculty may result in an "Unsatisfactory" (U) grade for the semester, Student Remediation referral, or program dismissal.

Site/DGC Terminates Placement

In the event that the DGC and/or a DGC-approved site terminates the trainee's site placement, the Field Placement Coordinator will verify the nature of the termination to determine cause (see [Site Release With or Without Cause](#)). Client welfare and continuation of care will be the highest priority in evaluating the necessity of a site change/termination. The Field Placement Coordinator, in consultation with the site supervisor and trainee's faculty/group supervisor, will complete the Site Placement Change Request Form ([APPENDIX E](#)). The Field Placement Coordinator, in consultation with the Executive Clinical Director, may follow up with the student, supervisors, or site for additional information as needed. The DGC faculty make all final site placement change decisions. Final site change decisions are made with the site, trainee, and client welfare in view. Trainees will be informed of this decision in writing.

Site Placement Termination With or Without Cause

In the event that DGC faculty determine a trainee was released from an approved site for cause (e.g., absenteeism, lack of competence, ethical/legal violation, etc.), the trainee may receive an "Unsatisfactory" (U) grade in their current clinical course, lose some/all of their clinical hours accrued during the current semester, be referred for Student Remediation, and/or be recommended for program dismissal.

In the event that the DGC faculty determine a trainee was released from an approved site without cause, the trainee may receive an "Incomplete" or "Satisfactory" grade in their current clinical course and/or be allowed to count some/all clinical hours accrued during the current semester towards their clinical hour totals.

It is unethical for trainees to abandon or otherwise neglect clients (ACA Code of Ethics, A.12). Abandoning or leaving a site without prior approval from the DGC in writing may result in the trainee being referred for Student Remediation and/or program dismissal.

Clinical Site Placement Termination Upon Graduation

To signify the termination of all site placement agreements and supervision contracts between JBU/DGC and an approved site, trainees shall submit a Graduation Site Release Form ([APPENDIX D](#)) at the end of their clinical experience and prior to graduation. This form will also verify the trainee's clinical hours across the entire clinical experience. Trainees will submit this form to their faculty/group supervisor for approval at or near the conclusion of Internship 2 (or MFT Field Experience 2). Final site termination approval is determined by the Field Placement Coordinator. Trainees will receive a final copy of this form for their records. Leaving, changing, or adding a site without approval from the Field Placement Coordinator and the DGC may result in an "Unsatisfactory" (U) grade for the semester, Student Remediation referral, or program dismissal.

Supervision

Trainees are required to meet with their [Site Supervisor](#) for 1 hour of [individual supervision](#) every week for the duration of each clinical course. If trainees are completing clinical hours at more than one clinical site, they shall receive 1 hour of weekly individual supervision at EACH site where they treat clients. In addition, trainees are required to attend [group supervision](#) where they receive faculty (group) supervision and peer feedback on a regular schedule. Group supervision forms the "in-class" portion of each clinical course. These classes typically meet for 2–3 hours each week at a JBU Community Counseling Clinic where audio-video recordings are presented in a confidential, professional setting. Supervision hours can count as indirect hours. Hours accrued at a site during a week wherein individual supervision was not provided will not count towards a trainee's clinical hour total.

Supervision Assist

Trainees are required to subscribe to Supervision Assist (SA) prior to Practicum enrollment. SA is a web-based, HIPAA-compliant, educational technology that supports their clinical work across the Clinical Course Sequence. Trainees are required to pay a one-time user fee (around \$200) directly to SA prior to the start of the Practicum semester in order to be eligible to start seeing clients and accruing clinical hours. Failure to pay the user fee or set up a trainee account in SA may result in the trainee being administratively withdrawn from a clinical course.

Students will have access to SA as long as they are enrolled in JBU's counseling program. Upon graduation, students will be given time-limited free access to their records on SA, continuing education

credit (monetary value of approximately \$75), and the option of continued use of all SA features for an annual fee.

Trainee Scope of Practice

Trainees are “counselors-in-training” and as such are required to focus on developmentally appropriate foundational counseling interventions and skills when working with clients. Therefore, trainees may not utilize or count as direct hours any “specialized treatment approach” requiring specific credentialing, training, or specialized supervision during their Practicum/Internship experience. These specialized treatment approaches include but are not limited to Animal Assisted Therapy, Pet Therapy, Equine Therapy, Dance Therapy, Art Therapy, Hypnotherapy/EMDR, Laughter/Humor Therapy, Light Therapy, or Primal Therapy. Specific theory-driven approaches that require additional training and credentialing are also not recommended. For developmental purposes, trainees are encouraged to pursue training in these types of specialized treatment approaches after graduating from JBU’s counseling program.

Advanced trainees (enrolled in Internship 1 or 2) may petition in writing for an exception to this policy based on their training, site placement, and site supervisor credentials. Petitions to utilize specialized treatment approaches shall be submitted to the Field Placement Coordinator. Approval to practice using specialized treatment approaches (as delineated above) will be determined by the DGC faculty and staff. All decisions related to these petitions will be communicated to the trainee in writing. If/when approval is granted, trainees shall continue to provide case presentation videos in Internship group supervision that are focused on foundational intervention and skill development.

Video Recording

Trainees shall have the opportunity to record their counseling sessions at each site where they treat clients, as these recordings are the primary means for supervisor and personal evaluation. Therefore, clinical sites shall commit to provide the trainee with live supervision or opportunities to audio/video record sessions for supervision purposes. Trainees cannot perform clinical hours at any site that is unable or unwilling to provide live supervision or allow audio/video recording of counseling sessions. Trainees shall secure verbal and written consent from each client (or their legal guardian) prior to recording a counseling session. In the event that a site does not have a consent/release form for recording counseling sessions, trainees are encouraged to use the informed consent/release forms provided by JBU ([APPENDIX F](#)). Trainees shall keep signed copies of these forms in the client’s clinical file and may be asked to verify these documents upon supervisor request.

Trainees are responsible for the legal (HIPAA) and ethical security of all recorded sessions at each site where they are treating clients. This includes viewing, uploading, and presenting client recordings for academic purposes. Failure to secure and protect recorded sessions may result in referral for Student Remediation and/or dismissal from the JBU’s counseling program.

APPENDIX A: DEPARTMENT OF GRADUATE COUNSELING INFORMED CONSENT



Department of Graduate Counseling (DGC) Informed Consent

This form attests that as a student in the Master of Science in Counseling degree program at John Brown University (JBU) you have attended a program orientation and received/have access to the DGC Handbook. Students are responsible for understanding the policies and procedures outlined in the program orientation and DGC Handbook, including revisions and amendments to the handbook as approved by the DGC. The most current copy of the DGC Handbook is found on the Graduate Counseling Home Base on Blackboard.

Student Name (please print): _____

Your signature at the bottom of this document verifies that you have attended a program orientation AND received, have access to, understand, and consent to the policies and procedures in the DGC Handbook, including all amendments and revisions PRIOR TO the first semester of enrollment in the counseling program.

Student Signature

Date

Please submit this form to the Department of Graduate Counseling Administrative Assistant prior to the start of your first semester in the Counseling program. Failure to do so may result in a Professional Development Hold placed on your account limiting your ability to register for classes the following semester.

Department Use Only:

Graduate Counseling Department Chair Signature

Date

APPENDIX B: STUDENT ASSISTANCE & REMEDIATION REFERRAL

Student Name: _____

Referrer Name: _____

Date of Referral: _____

Source of Information (check all that apply): ☐ Self ☐ Faculty/staff member ☐ Clinical Director ☐ Site Supervisor
☐ Student ☐ Client ☐ Community member ☐ Other

☐ Other (*specify*): _____

Context /Setting of Information (check all that apply): ☐ Classroom ☐ Supervision ☐ Site Application/Placement process
☐ Practicum/Internship site ☐ Informal interaction ☐ Written/electronic communication ☐ Public

☐ Other (*specify*): _____

Check the box associated with the area(s) of professional performance or behavioral deficiency that most closely match your concerns:	
• Academic	<input type="checkbox"/>
• Impairment	<input type="checkbox"/>
• Competency	<input type="checkbox"/>
• Fitness	<input type="checkbox"/>
• Ethical Conduct	<input type="checkbox"/>
• Other	<input type="checkbox"/>

*Please submit a completed PDCA-R with this referral to substantiate the above concerns via the PDCA-R competency areas.

Description of Current Incident/Concerns (reason for referral):

Description of Assistance and Intervention(s) previously provided:

Referrer Signature: _____

Date: _____

Student section:

- The student understands the DGC faculty/staff will convene to review/discuss the concerns noted in this referral and make the following recommendations of action: *No assistance, assistance, remediation, or "other"*.
- The student understands that if remediation is recommended they will be given a Student Remediation Plan (SRP) that is considered a "pass/fail" degree requirement.
- The student understands that their assigned Student Remediation Committee (SRC) determines whether or not the student has successfully completed the agreed upon plan. SRP completion decisions, like providing a grade on an assignment or final grade in a course, are considered academic decisions.
- The student understands that in cases where the SRC determines the remediation outcome is "unsuccessful", the DGC will convene and make the following recommendations of action: *referral for continued remediation, other, or dismissal from the program*.

By signing below, I verify my understanding of this referral and the DGC's Student Assistance & Remediation Process (as published in the DGC Handbook).

Student Signature: _____

Date: _____

Department Use Only:

Recommended Action: ☐ No Assistance ☐ Assistance ☐ Remediation ☐ Other (*specify*):

APPENDIX C: CLINICAL SITE PLACEMENT APPLICATION

APPENDIX C: CLINICAL SITE PLACEMENT APPLICATION

In the semester prior to Practicum placement, trainees will complete the following application and submit it directly to the Field Placement Director for consideration of both Practicum and Internship semesters. Placement is not guaranteed, and non-placed trainees may need to withdraw from Practicum/Internship until placed. Students who do not comply with policies and/or standards set by the Department of Graduate Counseling (DGC) will be denied approval to pass Gate 2 and must resubmit this application in a future semester.

All placement decisions are made by DGC faculty/staff and provided to the student in writing. In addition to this form, trainees will be considered based on fulfillment of KPI standards, submission of a recent background check and professional resume, and other requirements as outlined in the DGC Handbook.

Name of Applicant: _____ Student ID #: _____

Home Campus Location: ☐ NWA ☐ LR

Degree Emphasis (if applicable): ☐ Adv Therapy ☐ MFT ☐ Play Therapy

Semester Requested to Start Practicum (e.g., Fall 2020): _____ Internship: _____

Updated Resume Attached: ☐ Yes ☐ No Background Check Submitted: ☐ Yes ☐ No

GENERAL DEMOGRAPHICS (FOR PLACEMENT USE):

1. Are you bilingual? ☐ Yes ☐ No If yes, please list all additional languages you speak fluently: _____
2. Are you employed? ☐ Yes ☐ No If yes, ☐ Full time ☐ Part time
3. Will you complete the *Intro to Play Therapy* course PRIOR to your Practicum semester? ☐ Yes ☐ No

PRACTICUM PLACEMENT:

PRACTICUM CRITERIA:

Please review the following statements and commitments necessary for Practicum fulfillment. (*Note: students who are unwilling/unable to meet JBU's recommended time commitments, have travel constraints, or limited availability may not be placed and may be required to take Internship Extension*)

Practicum consists of an estimated 10–15 hour commitment over 1-3 days/week. This field experience is completed in-person at the Community Counseling Clinic or in a designated placement.

I understand and commit to the expectations and time commitments necessary for Practicum field experience.

☐ Yes ☐ No

SCHEDULE PREFERENCE:

The operating hours/days of the Community Counseling Clinic vary by semester. Please rank your preferred choice of clinic day in the space below, using 1-5 system, with 1 indicating your top preference for clinic day shift. While preferences cannot be guaranteed, they are helpful for consideration (e.g. 1-Tuesday, 2-Friday, 3-Wednesday):

Highest Preference of Day

1. _____
2. _____
3. _____
4. _____
5. _____

Lowest Preference of Day

INTERNSHIP PLACEMENT

INTERNSHIP CRITERIA:

Please review the following statements and commitments necessary for Internship fulfillment. *(Note: students who are unwilling/unable to meet JBU's recommended time commitments, have travel constraints, or limited availability may not be placed and may be required to take Internship Extension)*

1.) Internship field experience consists of an estimated 20-25 hour commitment over 2-3 days/week. This field experience is conducted at sites coordinated through the DGC Field Placement Coordinator. Trainees may not initiate any contact with JBU-affiliated sites without prior consent from the Field Placement Coordinator.

I understand and commit to the expectations and time commitments necessary for Internship field experience.

☐ Yes ☐ No

2) SCHEDULE PREFERENCES:

Please select all open availability for Internship:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning (8am-12pm):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Afternoon (12pm-5pm):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evening (5pm-9pm):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INTERNSHIP TRAINEE LOCATION:

3) Current City of Residence: _____

4) Please place a check by the maximum mileage you are able to drive (one-way) from your residence to a site:

☐ 20+ miles ☐ 40+ miles ☐ 60+ miles ☐ 80+ miles ☐ 100+ miles

5) Please list all sites (as applicable) where you have a pre-existing personal/professional relationship that may result in a dual relationship. For questions, see "Prior Relationship with Clinical Site" policy in the department handbook:

Department Use Only: ☐ Approved ☐ Approved with Conditions ☐ Denied

Approved Internship Site(s)/Conditions:

Clinical Director Signature:
Field Placement Coordinator Signature:

Date:
Date:

APPENDIX D: GRADUATION SITE RELEASE FORM

Trainees are required to submit a Graduation Site Release Form at the end of their clinical experience and prior to graduation. This form will act as the termination of agreement between JBU/trainee and the trainee's current Site/Site Supervisor(s). In addition, this form will verify the trainee's clinical hours across the entire clinical experience (Practicum through Internship). Trainees will submit this form to their Group/Faculty Supervisor for approval at the conclusion of Internship 2 or MFT Field Experience 2. Leaving, changing, or adding a site without approval from the Field Placement Coordinator and the Department of Graduate Counseling may result in an "Unsatisfactory" (U) grade for the semester, Student Remediation referral, or program dismissal.

Name of Student: _____ Student ID #: _____

Home Campus Location: ☐ NWA ☐ LR

Current Semester: (e.g., Fall 2020): _____ ☐ Internship 2

Current Site #1

Name of Site: _____

Name of Site Supervisor: _____

Contact Information of Site Supervisor: _____

Current Site #2 (if applicable)

Name of Site: _____

Name of Site Supervisor: _____

Contact Information of Site Supervisor: _____

Clinical Hours

Practicum: Total Direct Hours: _____ Total Clinical Hours (direct + indirect): _____

Trainees must complete minimum of 40 direct hours and 100 total clinical hours across one Practicum semester/course.

Internship: Total Direct Hours: _____ Total Clinical Hours (direct + indirect): _____

Trainees must complete minimum of 240 direct hours and 600 total clinical hours across all Internship semesters/courses.

Group hour verification: As per CACREP standard 3.E, *students must lead or co-lead a counseling or psychoeducational group*. Please list the total number of direct group accrued in Practicum/Internship here: _____

Department Use Only:

Supervisor has verified an ethical termination/referral plan for the trainee's caseload at site(s): ☐ Yes ☐ No

Signature of Faculty/Group Supervisor _____ Date _____

Field Placement Office has verified hours to confirm completion of requirements: ☐ Yes ☐ No

Signature of Field Placement Office _____ Date _____

APPENDIX E: SITE PLACEMENT CHANGE REQUEST FORM

In rare instances, trainees may request a site placement change prior to graduation based on extenuating circumstances that jeopardize their clinical work at that site. These circumstances are discussed in more detail in the [Site Placement Change](#) policy. To initiate a site placement change, trainees will submit a completed Site Placement Change Request Form to their Faculty Supervisor. The Department of Graduate Counseling (DGC), comprised of department faculty/staff, make all final site placement change decisions. Trainees will be informed of this decision in writing. Leaving, changing, or adding a site without approval from the Field Placement Coordinator and the DGC may result in an "Unsatisfactory" (U) grade for the semester, Student Remediation referral, or program dismissal.

Date of Request: _____

Name of Student: _____ Student ID #: _____

Home Campus Location: ☐ NWA ☐ LR Program Emphasis (if applicable): ☐ Adv Therapy ☐ MFT ☐ Play Therapy

Current Practicum/Internship course/section: _____

I am requesting the following change (check all that apply): ☐ Release from Current Site ☐ Add a New Site

CHANGING A SITE CRITERIA (Please fill out this section if you checked the "Release from Current Site" box above)

Rationale for Site Change (check all that apply):

- ☐ Ethical Violations
- ☐ Student inability to accrue adequate hours (*this option may be chosen between Weeks 8-16 of a semester only).
- ☐ Site does not meet agreed-upon standards as outlined in the JBU Site Affiliation Agreement.
- ☐ Personal crisis (e.g., ongoing ramifications of medical issues, death/catastrophic, accident, disaster).

ADDING A SITE CRITERIA (Please fill out this section if you checked the "Add a New Site" box above)

1) Are you willing to commit to this new site for a minimum of one (1) complete semester? ☐ Yes ☐ No

2) Please indicate how many total hours per week you are willing/able to commit ACROSS ALL SITES for this clinical experience (e.g., 20-25 hours per week): _____

3) Current City of Residence: _____

Please place a check by the maximum mileage you are able to drive (one-way) from your residence to a site:

☐ 20+ miles ☐ 40+ miles ☐ 60+ miles ☐ 80+ miles ☐ 100+ miles

Please select all open availability for an added site:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning (8am-12pm):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Afternoon (12pm-5pm):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evening (5pm-9pm):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Department Use Only: ☐ Approved ☐ Approved with Conditions ☐ Denied

Conditions:

APPENDIX F: INFORMED CONSENT & RELEASE OF INFORMATION FOR RECORDING/LIVE OBSERVATION

John Brown University graduate counseling students (trainees) enrolled in clinical courses are required to present video recordings of sessions or have their sessions viewed “live” by their site supervisor for training and supervision purposes. The trainee’s faculty supervisors and a small group of other JBU graduate interns will review the recording in confidential supervision sessions in a JBU Community Counseling Clinic. After showing the recording in supervision, it will be destroyed/deleted.

It is important that you understand that information disclosed in your counseling sessions (or the sessions of a minor child in your custody) is shared only with the trainee’s faculty supervisor and peers in group supervision for the purpose of helping the trainee provide you (or your minor child) with quality counseling treatment. All JBU faculty supervisors are licensed professional counselors or hold licenses in related fields. You may request your trainee’s supervisor information at any time during your treatment. All personal information (names, addresses, etc.) will be redacted or abbreviated during supervision sessions to protect your confidentiality and welfare (and that of your minor child). Information related to your treatment cannot be released or shared with any other person without your written permission. The only exceptions are those situations required by law, or those situations deemed potentially life threatening.

Place initials next to the statement(s) that you agree with:

_____ I allow my sessions (or those of my minor child) be video-recorded for training and supervision purposes.

_____ I allow my sessions (or those of my minor child) to be viewed “live”.

My signature below indicates that I give my full and informed consent for my child’s sessions to be observed live or be video-recorded for the purpose of training and supervision.

Printed name of client or parent/guardian

Date

Signature of client or parent/guardian

Date

Signature of trainee/witness

Date

APPENDIX G: SITE PLACEMENT EXTENSION REQUEST FORM

Trainees enrolled in Practicum/Internship who wish to provide clinical services at their site(s) beyond the last date of a semester shall apply for a site extension via this form. Site extension requests will be submitted to your Faculty Supervisor no later than one week prior to the end of the semester. Trainees may not provide services at their site outside of the stated JBU semester dates without written DGC approval. Trainees who have client contact outside of the JBU semester schedule without prior written approval will be removed from the site and given a "U" grade for the semester.

Date of Request: _____

Name of Student: _____ Student ID #: _____

Home Campus Location: ☐ NWA ☐ LR

Current Semester (e.g., Fall 2020): _____

Dates of Extension: From _____ to _____

**Dates of extension not to surpass 30 days past the end of the semester.*

Rationale for request: _____

As a Site Supervisor, my signature below certifies that I will provide on-site coverage and weekly individual supervision during the dates of extension listed above.

Signature of Site Supervisor

Date

Department Use Only: ☐ Approved ☐ Approved with Conditions ☐ Denied

Conditions: _____

Signature of Faculty Supervisor* _____ Date _____

*Please submit completed form to the Field Placement Coordinator

Handbook Changes

Updated New Student Orientation attendance: September 2024

Updated Appendix C, Separated application questions for Practicum/Internship semesters: December 2024

Updated Appendix D, Added Field Placement Signature back: February 2025

Updated Appendix E, Clarified valid reasons for a site change: December 2024

Updated Comprehensive Exam policy: September 2025