

---

# Department of Graduate Counseling Handbook

---



**JOHN BROWN**  
UNIVERSITY

GRADUATE COUNSELING



**Community  
Counseling Clinic**  
John Brown University



ACADEMIC YEAR 2020-2021

---

## Table of Contents

<b>Preface</b>	<b>7</b>
Purpose of the DGC Handbook	7
<b>General Information</b>	<b>8</b>
JBU Mission Statement	8
JBU's Articles of Faith*	8
Department Structure & Degree Offerings	8
Institutional Accreditation	9
Professional Licensure Disclosure	9
Counselor Education Centers	10
Community Counseling Clinics	11
Risk Management & Campus Safety	12
Diversity Statement	12
Non-Discrimination & Title IX Information	12
Faculty/Staff	13
Departmental Mission Statement	13
Departmental Program Objectives	13
Integrative Counseling Curriculum & Training Standards	14
Programmatic Changes Policy	14
Program Admissions	14
Disqualifying Offenses for Professional Licensure	15
Admissions Decisions	15
Denial of Admission	16
Post-Master's Track (Non-degree Seeking Students)	16
Undergraduates Enrolled in Graduate Courses	16
Graduate Pathway Courses	16
Graduate Counseling Scholarships	17
The John V. Carmack Graduate Counseling Scholarship	17
The Graduate School Diversity Scholarship	18
Graduate Assistantships	18
Graduate Student Resources	19

<b>Personal Counseling</b>	<b>19</b>
<b>Writing Center</b>	<b>19</b>
<b>Graduate Counseling Curriculum</b>	<b>19</b>
Core Curriculum, M.S. in Counseling	19
Clinical Curriculum, M.S. in Counseling	21
Play Therapy Emphasis	22
Adventure Therapy Emphasis	22
Marriage & Family Therapy Emphasis	23
<b>Academic Policies &amp; Procedures</b>	<b>25</b>
<b>Academic Advising</b>	<b>25</b>
<b>Academic Progress</b>	<b>25</b>
<b>Comprehensive Exam</b>	<b>26</b>
Pearson Professional Centers-Rogers AR	26
Pearson Professional Centers-Little Rock AR	26
Pearson Professional Centers-Fort Smith AR	26
<b>Degree Plans &amp; Enrollment Coordination</b>	<b>27</b>
<b>Enrolling in Courses Outside of Degree Plan</b>	<b>27</b>
<b>Independent Study</b>	<b>27</b>
<b>Informed Consent</b>	<b>28</b>
<b>New Student Orientation</b>	<b>28</b>
<b>Participation &amp; Attendance</b>	<b>28</b>
Course Participation	28
Evaluating Participation	28
<b>Professional Development Hold</b>	<b>29</b>
<b>Social Media</b>	<b>29</b>
Social Media Definition	29
Social Media Informed Consent	29
Social Media Guidelines	29
Social Media Etiquette	30
<b>Student Evaluation</b>	<b>30</b>
Professional Development Gates	31
Program Evaluation	32
<b>Student Retention</b>	<b>32</b>
<b>Transfer of Credit</b>	<b>33</b>
<b>Gatekeeping &amp; Remediation</b>	<b>35</b>
<b>Impairment</b>	<b>36</b>
<b>Lack of competence (or incompetence)</b>	<b>36</b>

<b>Ethical misconduct</b>	<b>36</b>
<b>Unfit (or unsuitable) for the counseling profession</b>	<b>37</b>
<b>Legal and Criminal Offenses</b>	<b>37</b>
<b>Student Remediation</b>	<b>37</b>
Step 1: Student Remediation Referral*	38
Step 2: Recommendation of Action	38
Step 3: Student Remediation Committee (SRC) & Plan	38
<b>Student Remediation Plan Completion</b>	<b>39</b>
Successful Remediation	39
Unsuccessful Remediation	40
<b>Student Remediation Plan Completion Appeals</b>	<b>40</b>
<b>Student Dismissal</b>	<b>40</b>
<b>Letters of Recommendation &amp; Licensure Endorsement</b>	<b>41</b>
<b>Student Remediation Process Flow-Chart</b>	<b>42</b>
<b><i>Clinical Training</i></b>	<b>43</b>
<b>Developmental Approach to Clinical Training</b>	<b>43</b>
<b>Clinical Course Sequence</b>	<b>43</b>
<b>Objectives of Clinical Training</b>	<b>44</b>
<b>Definitions</b>	<b>44</b>
Clinical Coordinator	44
Community Counseling Clinic	44
Direct (service) hour	45
Executive Clinical Director (ECD)	45
Field Placement Director (FPD)	45
Group Counseling	45
Group Supervision	46
Indirect (service) hours	46
Individual Counseling	46
Individual Supervision	46
Marriage, Couples, & Family Counseling	46
Play Therapy	47
Relational hours	47
Site Supervision	47
Site Supervisor	47
Trainee	48
<b>Clinical Settings</b>	<b>48</b>
<b>Practicum/Internship Courses</b>	<b>48</b>
Practicum Prerequisites	48
Practicum Clinical Hour Requirements	49
Internship Prerequisites	49

Internship Clinical Hour Requirements _____	49
Time Commitment _____	50
Practicum/Internship Evaluation _____	50
Practicum/Internship Grading _____	50
<b>MFT Field Experience Courses _____</b>	<b>51</b>
MFT Field Experience Prerequisites _____	51
MFT Field Experience Clinical Hour Requirements _____	52
<b><i>Clinical Site Applications _____</i></b>	<b>53</b>
<b>Clinical Site Application Overview _____</b>	<b>53</b>
<b>Practicum Placement Application Process _____</b>	<b>53</b>
<b>Internship/Field Placement Site Application Process _____</b>	<b>54</b>
<b>Distance Internship _____</b>	<b>55</b>
Application for Distance Internship _____	56
Approved Distance Internship Expectations _____	56
<b>Clinical Training Termination Upon Graduation _____</b>	<b>57</b>
<b><i>Clinical Training Policies _____</i></b>	<b>58</b>
<b>Background Check _____</b>	<b>58</b>
<b>Contracted Hours at Clinical Sites _____</b>	<b>58</b>
<b>Clinical Hours &amp; Logs _____</b>	<b>59</b>
<b>Clinical Training Participation _____</b>	<b>59</b>
Individual Supervision Participation _____	59
Group Supervision (P/I class) Participation _____	59
Emergency Absences _____	60
Requested Absences _____	60
<b>Declaring Major/Emphasis before Entering Practicum _____</b>	<b>60</b>
<b>Emergency &amp; Crisis Clinical Situations _____</b>	<b>61</b>
<b>Liability Insurance _____</b>	<b>61</b>
<b>Prior Relationship with a Clinical Site _____</b>	<b>62</b>
<b>Site Extension Request _____</b>	<b>63</b>
<b>Site Issues _____</b>	<b>63</b>
<b>Site Release _____</b>	<b>63</b>
Trainee Initiates Site Release _____	63
Site Initiates Site Release _____	64
DGC Initiates Site Release _____	64
Site Release With or Without Cause _____	64
<b>Supervision _____</b>	<b>64</b>
<b>Supervision Assist _____</b>	<b>65</b>

---

<b>Trainee Scope of Practice</b>	<b>65</b>
<b>Video Recording</b>	<b>66</b>
<b>APPENDIX A: DEPARTMENT OF GRADUATE COUNSELING INFORMED CONSENT</b>	<b>67</b>
<b>APPENDIX B: STUDENT REMEDIATION REFERRAL REPORT</b>	<b>68</b>
<b>APPENDIX C: PRACTICUM PLACEMENT APPLICATION</b>	<b>69</b>
<b>APPENDIX D: INTERNSHIP/FIELD PLACEMENT SITE APPLICATION</b>	<b>70</b>
<b>APPENDIX E: GRADUATION SITE RELEASE FORM</b>	<b>72</b>
<b>APPENDIX F: SITE RELEASE REQUEST FORM</b>	<b>73</b>
<b>APPENDIX G: INFORMED CONSENT &amp; RELEASE OF INFORMATION FOR RECORDING/LIVE OBSERVATION</b>	<b>74</b>
<b>APPENDIX H: SITE EXTENSION REQUEST FORM</b>	<b>75</b>
<b>APPENDIX I: Handbook Changes 2020-21</b>	<b>76</b>

---

# Preface

The Department of Graduate Counseling (DGC) Handbook is a supplement to the John Brown University (JBU) [Graduate Catalog 2020-2021](#). Students enrolled in DGC degree programs are responsible to understand and abide 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 [Web site](#).

*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 Human Services (CEHS). The DGC offers a 60-credit hour Master of Science degree in Counseling with emphases in Marriage and Family Therapy (MFT), Play Therapy (PT), and Adventure Therapy (AT). The DGC degree and emphases assist graduate students seeking careers in the professional counseling and related fields.

The MS in Counseling degree is a 60-credit program with three specialty area emphases in Marriage & Family Therapy, Play Therapy, and Adventure Therapy that can be added to the



---

degree. The counseling degree delivers *the majority of coursework in-person at designated Counselor Education Centers and Graduate School campuses*. These face-to-face courses meet in the evenings (typically between 4-10pm) and on weekend. The counseling degree houses four completely online courses and two additional courses offered once a year in-person and once a year online.

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 in to 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 experience where they perform professional counseling at JBU-approved agencies in the community. Students must also successfully navigate five Professional Development gates throughout the Counseling program as well as pass a comprehensive examination in order to be eligible for graduation.

**OLD CURRICULUM – Students matriculating through the old MS in CMHC/MFT degree program may have different program requirements as outlined in the [archived Graduate School catalog](#) that corresponds with their admission to the DGC.**

## Institutional Accreditation

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

## 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).

The DGC has determined that the MS in Counseling curriculum does not meet the state educational requirements for licensure or certification in the following states: Kentucky (after May 31, 2020), New Hampshire (after January 1, 2022), Ohio, Utah, and West Virginia.

The DGC has not made a determination that its curriculum meets state educational requirements for licensure or certification in the following states: 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.

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 has two regional centers in Rogers and Siloam Springs, AR. The Rogers Center is conveniently located in the Bentonville-Fayetteville urban corridor and is equipped with four seminar-style classrooms, wifi, computers, and a comfortable student lounge. The Counselor Education Center in Siloam Springs is conveniently situated on JBU's main campus and houses JBU faculty/staff offices and the JBU Community Counseling Clinic, a clinical training center for counseling students. The Little Rock campus houses the Counselor Education Center @ Little Rock and the JBU Community Counseling Clinic @ Little Rock. This campus features two state-of-the-art counseling classrooms, faculty and staff offices, student lounge, computer lab area, and a 5-room training clinic.

NWA locations:

JBU Counseling Education Center  
2125 W. University Street  
Siloam Springs, Arkansas 72761  
(479) 524-7337

JBU Rogers Center  
2807 Ajax Avenue, Suite 200  
Rogers, AR 72758  
(479) 631-4665

Little Rock location:

---

JBU Counseling Education Center – Little Rock  
10816 Executive Center Drive, Suite 100  
Little Rock, AR 72211  
(501) 771-9000

## 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 1, Practicum 2, 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 are made aware of and must 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 - Siloam Springs  
2125 W. University Street  
Siloam Springs, Arkansas 72761  
(479) 524-7300

[SSCommunityCounseling@jbu.edu](mailto:SSCommunityCounseling@jbu.edu)

[View Map and Directions](#)

JBU Community Counseling Clinic - Little Rock  
10816 Executive Center Dr., Conway Building  
Suite 104  
Little Rock, Arkansas 72211  
(501) 219-9245

[LRCommunityCounseling@jbu.edu](mailto:LRCommunityCounseling@jbu.edu)

[View Map and Directions](#)

---

## 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 believe 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 your loved ones.

## Diversity Statement

The DGC is committed to cultural, ethnic, and racial 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. Diversity resources and an institutional diversity statement can be found [here](#).

## 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  
Chapman 26  
[TitleIXCoordinator@jbu.edu](mailto: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. Chris Hull - Professor of Counseling; Department Chair
- Dr. Tim Dinger - Assistant Professor of Counseling; Executive Clinical Director
- Mr. Ryan Cowell – Instructor of Counseling; Clinic Coordinator (NWA)
- Ms. Casey Hall – Instructor of Counseling; Clinic Coordinator (Little Rock)

### Faculty

- Ms. Kristy Burton – Instructor of Counseling
- Dr. Nick Cornett - Associate Professor of Counseling
- Dr. Carey Lampton - Professor of Counseling
- Dr. Benjamin Okai – Assistant Professor of Counseling
- Dr. Bonnie Phillips - Assistant Professor of Counseling

### Split (undergraduate/graduate) Faculty

- Dr. Geoff Reddick - Assistant Professor of Family and Human Services
- Dr. Michelle Satterlee - Assistant Professor of Psychology

### Staff

- Ms. Marena Harmon – Field Placement & Enrollment Coordinator

## Departmental Mission Statement

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

## Departmental Program Objectives

Programs delivered within the DGC are committed to the following objectives:

- 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).

---

## 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 spiritual and religious values-perspective (worldview). This approach to counselor education and supervision holds both professional/ethical clinical practice and spiritual/religious values 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 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 spiritual formation in students, faculty and staff alike. The DGC faculty and staff are committed to establishing an atmosphere of trust and collegiality that both challenges and encourages students. To that end, it is important that all students be committed to mutual respect, collaborative learning, self-care, openness to feedback, and growth above competition.

## 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 individual advisors 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 a Remediation or 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 Enrollment Coordinator 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.*

## Program Admissions

Graduate study at JBU emphasizes scholarship, research, and professional experience. A candidate seeking admission to graduate study shall hold a bachelor's degree from a regionally accredited college or university and meet specific [DGC Admissions Requirements](#).

---

Admission requirements for DGC programs are developed with the applicant, the program, and the counseling profession in mind. Due to the competitive nature of the application process into the graduate counseling degree programs, admission requirements allow the DGC and Admissions Department to determine the suitability for each applicant as a future professional counselor.

In accordance with the institution's non-discrimination policy, JBU admits persons to its programs and activities without regard to race, color, national or ethnic origin, or gender. The university does not discriminate on the basis of race, color, national or ethnic origin, physical or mental disability, or gender in the administration of education policies, admission policies, scholarship and loan programs, athletics, and other school-sponsored programs.

## Disqualifying Offenses for Professional Licensure

A background check is NOT an admissions requirement for DGC program admission. However, students accepted in to 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. See "Licensing restrictions based on criminal records" ([Senate Bill 451; 17-2-102](#)).

## Admissions Decisions

1. Eligible for "Regular Admission" or Unconditional Status:
  - a. Undergraduate GPA of 3.0 or higher; or Completed Graduate degree with GPA of 3.0 or higher, AND
  - b. Interview rating of 4 or higher on the PDCA-RA Disposition Quotient
2. Eligible for "Provisional Admission" or Provisional Status:
  - a. Undergraduate GPA between 2.75 and 2.99; or 12+ credits of Graduate level course work with GPA of 3.0 or higher, OR
  - b. Interview rating between 3 and 3.99 on the PDCA-RA Disposition Quotient
3. Petition for Admission eligibility:
  - a. Undergraduate GPA below 2.75; or 12+ Graduate level course work with GPA of 2.99 or below – MUST TAKE GRE & WRITE PETITION LETTER
  - b. Interview rating less than 3 on the PDCA-RA Disposition Quotient – MUST WRITE PETITION LETTER & RE-INTERVIEW IN PERSON

---

## Denial of Admission

Applicants who do not meet the JBU/DGC admission requirements or are deemed unsuitable for a counseling career by the DGC faculty due to [disqualifying offenses](#) or [professional deficiencies](#) may be denied admission in to the DGC. All admission decisions will be communicated to applicants in writing. Applicants may appeal an admission decision by submitting a written letter of appeal to the Graduate Scholastic Appeals Committee.

## Post-Master's Track (Non-degree Seeking Students)

Students who have completed a graduate degree in Counseling or related mental health field may apply to take additional classes in the DGC under the following conditions:

1. Verification of official transcript of completed graduate degree in counseling or related mental health field from a regionally accredited university.
2. Recommendation from one professional reference (licensed professional counselor or clinical supervisor) who can speak to the applicant's clinical competency.

Post-Master's Track students are eligible to enroll in no more than 12-credits of [Core Curriculum courses](#). Post-Master's Track students are not eligible to take [Clinical Curriculum courses](#) as these courses are only available to degree-seeking students who have successfully passed prerequisite coursework and professional development gates within the DGC.

*NOTE: It is the applicant's responsibility to identify the specific courses or course equivalents required for licensure or credentialing from the appropriate agency, board, or authority.*

## 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 course (as outlined in the Graduate Pathway Course below). These credits may be applied towards the student's undergraduate degree as well as transfer in to the DGC program upon successful admission in to the DGC.

## Graduate Pathway Courses

The following courses constitute the DGC Graduate Pathway:

- CNL 7523 Introduction to Counseling & Professional Development
- CNL 7013 Statistics & Research in Counseling
- CNL 7033 Social & Cultural Foundations in Counseling
- CNL 7043 Human Growth & Lifespan Development



---

## Graduate Counseling Scholarships

### The John V. Carmack Graduate Counseling Scholarship

This scholarship is named in honor of Professor Emeritus John V. Carmack who served in various leadership roles for the graduate counseling programs at JBU from 1995 to 2017. During his years at JBU, Dr. Carmack established the MS degree in Marriage and Family Therapy and was instrumental in creating counseling programs that were known for their professional preparation of clinicians, academic quality, and the integration of Christian values and ministry in the practice of counseling. Drawing on his background in Christian ministry, Dr. Carmack approached the field of counseling and teaching with a pastor's heart.

The Carmack Scholarship is designed to recognize an entering graduate student in the field of counseling who represents the values of the honoree. Specifically, the recipient will demonstrate:

- An intention to pursue a counseling career focused on families and marriages as reflected in the choice of graduate program;
- Academic excellence as reflected in prior academic performance;
- A desire to discover the application of Christian principles and active faith to the theory and practice of counseling;
- A pastoral approach to counseling as reflected in previous work in Christian ministries.

Recipients will receive a scholarship for \$6,500\* per year for three consecutive years (*\*award may vary based on value of endowment\**).

Student recipients shall:

1. Be preparing to begin their first Fall semester as a graduate counseling student at JBU;
2. Demonstrate financial need as determined by the Expected Family Contribution index based on the completed FAFSA; (*EFC of \$10,000 or less for 2017-18*)
3. Demonstrate academic excellence represented by a cumulative undergraduate grade point average of at least 3.25 (where A = 4.0) and a verbal score of at least 145 on the GRE;
4. Be accepted into a graduate program leading to a counseling career in marriage and family therapy;
5. Have a record of Christian ministry, whether within a church setting, a Christian organization, or in volunteer service.

Recipients shall maintain satisfactory academic progress and satisfy dispositional requirements of the counseling department in order to receive the scholarship for successive years. The scholarship expires 36 months after its initial award.

Individuals who were not enrolled in a graduate counseling program at JBU the previous Fall semester or prior may apply for the Carmack Scholarship. A committee including current faculty members of the graduate counseling department will consider candidates who meet the need and academic criteria. The application for this scholarship can be found [here](#).

---

## The Graduate School Diversity Scholarship

The Graduate School offers scholarships in varying amounts to students who will help fulfill the purpose of the diversity scholarships, which is to increase program diversity and strengthen service to various cultural communities. The scholarships are also intended to encourage the application of new students who will increase diversity at the JBU Graduate School and who will be effective participants in and contributors to an increasingly complex and diverse world. Scholarship amounts typically range from \$500 to \$3000 and are awarded for one year only.

Application deadline for the following academic year is February 1. Depending on funding availability, subsequent deadlines for the scholarship are July 1 and October 1.

In order to be eligible for the scholarship, you shall:

1. Be accepted for admission or be enrolled in a degree program in the Graduate School at JBU;
2. Maintain satisfactory academic progress in the program; and;
3. Explain how you will increase program diversity and strengthen service to various cultural communities and establish how you will be an effective participant in and contributor to an increasingly complex and diverse world.

Financial need may be considered, but will not be a primary factor in the selection process.

The application for this scholarship can be found [here](#).

## Graduate Assistantships

A limited number of graduate assistantship (GA) positions are available within the DGC in partnership with the Center for Health Relationships (CHR). For more information about CHR, [click here](#). Eligible GA applicants must be full-time students in the Counseling program with a GPA of 3.0 or higher. In addition, applicants shall demonstrate a strong commitment to restoring marriage and family relationships. Students that are on probationary status are not eligible to apply.

GA positions are funded through a combination of Center for Healthy Relationships (CHR) scholarship money and DGC stipends. GAs receive tuition remission for up to 18 credits per year in addition to earning an hourly wage for their work within the DGC as follows:

- GAs assist in providing administrative support to clinical operations under the supervision of an assigned DGC faculty/staff member.
- GAs assist with departmental research, training, and administrative projects as assigned.
- GAs are available to work between 20-28 hours per week at a select JBU campus or Community Counseling Clinic location.

The application process for a GA position requires a completed application, a 2-3 page essay describing the applicant's previous experience and future goals related to restoring relationships and marriages in their vocation and an interview with DCG faculty/staff. *The GA application and recommendation deadline each year is March 1.* The online application portal 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](#).

## 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 the Graduate School office at (888) 849-3503 or [gradoffice@jbu.edu](mailto:gradoffice@jbu.edu) for more information. DGC students may be asked to seek professional counseling as a counseling course or Student Remediation requirement.

## Writing Center

Graduate students enrolled in DGC programs are required to possess graduate-level writing abilities, including proficiency in 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 Counseling Home Page on Blackboard also contain APA writing tutorials for students to utilize.

## Graduate Counseling Curriculum

### Core Curriculum, M.S. 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.
  - 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.
  - 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, and 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.
  - CNL 8132 Psychopharmacology in Counseling\* – The study of neurological and physiological functioning and psychopharmacological treatment of mental disorders. The course examines psychotropic approaches to managing psychological, emotional, and behavioral issues and the correlation between medicinal management and counseling treatment.

---

*Prerequisite(s): CNL 8073*

*\*This is a 2-credit hour 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.
- 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 telemental health counseling and related competencies, ethical and legal standards, and best practices. This course examines varied technologies needed for effective telemental health delivery including HIPAA compliance, client screening, and emergency management planning.

*\*This is a 1-credit hour course.*

## Clinical Curriculum, M.S. 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*

- 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\* – A minimum 100 hour 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 7523, CNL 7133, CNL 8253, CNL 8433, CNL 7123, CNL 7533, CNL 8073*

*\* The entire Practicum experience takes place within the JBU Community Counseling Clinics.*

- CNL 8873 Internship 1 – A minimum 300 hour supervised clinical experience designed for the development of counseling competencies and dispositional traits necessary for ethical and professional practice.

*Prerequisite(s): CNL 8813*

- 
- CNL 8883 Internship 2 - A minimum 300 hour supervised clinical experience designed for the development of counseling competencies and professional counselor identity.

*Prerequisite(s): CNL 8873*

- CNL 8983 Internship Extension - A 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.*

## Play Therapy Emphasis

- CNL 7353 Introduction to Play Therapy (ELECTIVE\*) - 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*

*\*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*

- 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*

## Adventure Therapy Emphasis

- OPM 7823 Principles and Practices of Experiential Education in Adventure Therapy (Elective)\* - 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.*

- BUS 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.
- 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 associated with this course.

*Cross-listed with CMN 2383*

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

## Marriage & Family Therapy Emphasis

- CNL 8443 Advanced Marriage & Couples Therapy (Elective)\* - 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*

*\*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*

- CNL 8943 MFT Field Experience 1 – A minimum 300 hour supervised clinical experience designed for the development of competencies in the specialty area of marriage and family therapy.

*Prerequisite: CNL 8443, CNL 8453, CNL 8883*

- CNL 8953 MFT Field Experience 2 – A minimum 300 hour supervised clinical experience designed for the development of competencies in the specialty area of marriage and family therapy.

Prerequisite: CNL 8943

- 
- CNL 8963 MFT Field Experience Extension - A supervised clinical experience designed to extend the development of competencies in the specialty area of marriage and family therapy.

*NOTE – All MFT Field Experience classes (group supervision) will meet in the JBU Community Counseling Clinics.*

OLD CURRICULUM – Students matriculating through the old MS in CMHC/MFT degree program may have different program requirements as outlined in the [archived Graduate School catalog](#) that corresponds with their admission to the DGC.



---

# 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 JBU catalog and DGC handbook.

## Academic Advising

DGC students are assigned a full-time counseling faculty member as their academic advisor upon admission. 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

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 of Graduate Counseling in order to re-enroll in courses.

Students will be referred for Student Remediation as per the [Gatekeeping and Remediation Policies](#) 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, in their second attempt at the same course, they earn a grade 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 may be subject to a [Professional Development Hold](#) placed on their account until the reasons for withdrawal are determined and otherwise resourced/remediated.

## 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 National Board of Certified Counselors (NBCC). Students take the CPCE at a conveniently located approved [Pearson VUE facility](#) (see location information below) for a \$150 testing fee. This option is appealing because it allows students more flexibility with scheduling their examination. The DGC faculty determine pass/fail standards on the CPCE each semester based on national norms. **Students who fail the CPCE twice are required to complete a comprehensive exam remediation plan. A student will not be approved for graduation until a passing score on the CPCE is obtained and/ or a comprehensive exam remediation plan is successfully completed.** Students can find additional CPCE resources, including study materials, [here](#).

### Pearson Professional Centers-Rogers AR

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

[Test Center Information](#)

### Pearson Professional Centers-Little Rock AR

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

[Test Center Information](#)

### Pearson Professional Centers-Fort Smith AR

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

[Test Center Information](#)

---

OLD CURRICULUM – Students matriculating through the old MS in CMHC/MFT degree program do not need to take a comprehensive exam as part of their graduation requirements.

## Degree Plans & Enrollment Coordination

DGC students are required to develop an approved academic degree or program plan with the DGC Enrollment Coordinator 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. Students who wish to change their degree plan can do so only under the direction of the Enrollment Coordinator. Students who change or revise their degree plan without the Enrollment Coordinator's approval may delay their graduation. Courses moved on a degree plan without the Enrollment Coordinator's approval are not eligible for independent study.

## Enrolling in Courses Outside of Degree Plan

Students may request to take courses outside of their degree plan via the Enrollment Coordinator in writing. Upon written approval from the Enrollment Coordinator, students will schedule a meeting with the Enrollment Coordinator to update their degree plan with the additional course. 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.

## 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 DCG 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.

All IS inquiries shall come first to the student's academic advisor and the Graduate Counseling Department Chair. Students shall provide documentation of the extenuating circumstance that warrants the need for an IS to be reviewed by the Department Chair. The Department Chair will assign a counseling faculty member to direct the IS upon approval (students shall not ask faculty to advise an IS prior to an IS being approved). 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 in to 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 on-ground) 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, engaging 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 three (3) 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 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, receiving an unofficial/official transcript, 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 [Enrollment Coordinator](#) with questions about holds on their account.

## Social Media

Adapted from ACA Vistas Online, 2013: [https://www.counseling.org/docs/default-source/vistas/the-use-of-social-media-in-counselor-education.pdf?sfvrsn=370433a5\\_10](https://www.counseling.org/docs/default-source/vistas/the-use-of-social-media-in-counselor-education.pdf?sfvrsn=370433a5_10)

### 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, Twitter, 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, 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 breach of 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 internship.
- All policies, procedures, and guidelines regarding use of university trademarks, names, and symbols apply to social media networking sites. Direct questions regarding appropriate use of logos to JBU 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 Web site.

## Social Media Etiquette

DGC students will:

- Adhere to the Standards of Professional Performance (p. 23) 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 the Graduate School [Academic Progress](#) policies) 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 five Professional Development Gates as outlined below.

## Professional Development Gates

The DGC performs summative evaluations of student learning, performance, and development across five extracurricular Professional Development Gates. 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 3 or higher on the PDCA-RA with no areas of concern noted as rated by DGC faculty based on admissions interview.

### Gate 2 – Upon completion of 12 credit hours of DGC coursework

This gate evaluates knowledge and disposition of DGC students upon completion of 12 credits in graduate counseling coursework as follows:

- Knowledge/Disposition – KPIs across first 12 credits must receive a “meet expectation” rating or higher with no areas of concern noted as rated by DGC faculty with no areas of concern noted.

### Gate 3 - Pre-Practicum

This gate evaluates knowledge, skills, and disposition of DGC students prior to beginning entry-level clinical work (Practicum) as follows:

- Knowledge/Skills/Disposition – KPIs across Practicum pre-requisites must receive a “meet expectation” rating or higher with no areas of concern noted as rated by DGC faculty with no areas of concern noted.

### Gate 4 - Pre-Internship

This gate evaluates knowledge, skills, and disposition of DGC students prior to beginning advanced clinical work (Internship) as follows:

- Knowledge/Skills/Disposition – KPIs across Internship pre-requisites must receive a “meet expectation” rating or higher with no areas of concern noted as rated by DGC faculty with no areas of concern noted.

### PDG 5 - Pre-Graduation

This gate evaluates “readiness” (knowledge, skills, and disposition) of DGC students graduate and begin post-graduate clinical work as follows:

- 
- Knowledge/Skills/Disposition – KPIs across entire program must receive a “meet expectation” rating or higher with no areas of concern noted as rated by DGC faculty with no areas of concern noted.
  - Knowledge – pass [Comprehensive Exam](#).

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 will 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. 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 [Student Guide](#)) in adherence with institutional and departmental mission. 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 [Professional Behavior 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 maintain 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.

## Transfer of Credit

Students may transfer up to nine (9) credits of "equivalent counseling coursework" from an accredited institution towards the fulfillment of the MS in Counseling degree. *Students may apply for transfer credit prior to or during their first semester within the MS in Counseling program.* Eligible courses for transfer credit review will meet the following requirements:

- Course was taken PRIOR to or CONCURRENT with acceptance in to the MS in Counseling program at JBU.
- Course meets the following equivalencies:
  - Graduate-level course in counseling or related field.
  - Course was taken for equivalent credit (1 semester hour or 1.5 quarter hour per JBU semester credit hour).
  - Course is substantiated by:
    - Grade of B- or higher
    - Official transcript
    - Course syllabi or course description from academic catalog with dates corresponding with when course was taken per official transcript

- 
- DGC courses containing clinical skill assessments are not eligible for transfer credit. Courses that include a key performance indicator may be eligible for transfer only if/when the course taken has a similar measure of student disposition or performance.
  - Prospective students may apply for transfer credit during the program application process. Transfer credit will be granted pending acceptance in to the program.
  - Students who wish to take courses outside of JBU while enrolled in the MS in Counseling program must petition to the Department Chair for pre-approval. This petition should outline the rationale and necessity for taking the course(s) outside of the DGC.
  - Transfer credit applications can be made in writing to the Graduate Counseling Department Chair. All transfer credit decisions are made at the discretion of the Department Chair.

---

# Gatekeeping & Remediation

The Gatekeeping & Remediation policies and procedures promote program excellence by upholding professional counseling and training standards while providing DCG 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 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 Department of Graduate Counseling (DGC) at John Brown University (JBU) 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 School [Student Guide](#). 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 shall report ethical violations to the proper clinical or academic authority and initiate remedial referrals and/or assistance when necessary. If students 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, DGC students shall exhibit conduct consistent with the Christian values, attitudes, and beliefs (Romans 12; Romans 8; Galatians 5; Matthew 5; Philippians 4) that govern the overall mission of JBU. *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 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.

## Lack of competence (or incompetence)

Lack of competence is defined as an inability to demonstrate counseling-related skills or ability at accepted levels of clinical, academic, or dispositional functioning as established by the DGC.

Lack of competency may include, but is not limited to:

- Inability to meet academic competencies (e.g., low GPA, failing a course, 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.

## Ethical misconduct

Ethical misconduct is defined as any behavior or suspected behavior violating the ACA Code of Ethics, AAMFT Code of Ethics, or the ethical/legal codes governing the practice of counseling (as outlined by state licensure rules and regulations).

---

## Unfit (or unsuitable) for the counseling profession

Lack of suitability for the counseling profession is defined as any combination of behaviors, attitudes, dispositions, or characteristics that would render the trainee unable to function as a professional counselor. DGC faculty assess trainee suitability for the counseling profession over time and across diverse settings and situations, not based on one specific marker. Issues related to lack of suitability may be corrected through counseling, disability services, and/or remediation and do not always become areas of impairment. However, lack of suitability is often indicated by (but not limited to) learning or communication problems, verbal/language barriers, discomfort with certain cultures/ethnicities/lifestyles, lack of maturity, lack of critical thinking skills, and/or lack of counselor identity (or over-identification with another profession). In addition, deficiencies in one or more of the following dispositional areas may render a person unfit/unsuitable 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.

## 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 Remediation

The DGC faculty and staff are committed to providing curricular, clinical, and remedial opportunities for students to develop professional competencies throughout the counseling degree program. The DGC faculty, staff, site supervisors, and program constituents retain the right to intervene with students and recommend remediation or dismissal from the DGC at any point in the counseling degree program.

---

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

### Step 1: Student Remediation Referral\*

The Student Remediation process is initiated when a Student Remediation Referral (SRR) 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 identified student is notified of the SRR submission by the author of the SRR, the student's faculty advisor, or the DGC Department Chair and the SRR is placed in the student's academic file. A Professional Development Hold is placed on the students' account until the concerns in the referral have been addressed. The DGC may request additional information from the student and/or referral source to clarify the concerns outlined in the SRR prior to proceeding to step 2 (below).

*\*A PD 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 SRR and make recommendations of action. The DGC has the ability to take the following actions in response to a SRR submission:

- No remediation - The DGC can take "no remediation" action if/when faculty determine the SRR is without merit or the concerns noted do not require remedial assistance.
- Informal remediation – The DGC can take "informal remediation" action if/when faculty determine the concerns noted in the SRR warrant intervention, but not to the extent that formal remediation is necessary. In these instances, the DGC designates a faculty or staff member to follow up with the student around the concerns and determine if/when/how the concerns can be addressed informally.
- Formal remediation – The DGC can take "formal remediation" action if/when faculty determine the concerns noted in the SRR are significant and require specific, corrective remedial work. In these instances, the remediation process proceeds to Step 3 (see below).

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

### Step 3: Student Remediation Committee (SRC) & Plan

Formal 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. The Professional Development Hold remains 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 Student Remediation Plan Completion policy (below).

## Student Remediation Plan Completion

Formal remediation plans 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 formal remediation plan. Students who do not sign their plan or do not complete aspects of their SRP are subject to continued remediation and/or dismissal from the DGC.

Progress on formal remediation plans 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 committee as necessary. If progress toward plan completion is viewed by the members of the committee 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 recommend one of the following outcomes:

### Successful Remediation

The SRC determines the student has successfully completed the SRP as outlined on the Remediation Plan Worksheet. The student will be notified of this decision in writing and provided a copy of said worksheet. A copy of the 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 Remediation

The SRC determines that the student has not completed the SRP as outlined on the Remediation Plan Worksheet or has determined additional concerns related to professional behavior/functioning via the remediation process. The student will be notified of this decision in writing. In these instances the SRC will also make one of three additional recommendations:

- Referral for continued Remediation – the SRC may refer the student back to the DGC 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).
- 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 leave of absences (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 Remediation Plan Completion Appeals

The DGC considers Student Remediation Plan (SRP) Completion a degree requirement and thus completion decisions are academic actions that are subject to appeal. Students who wish to appeal an SRP Completion decision will submit their appeal to their SRC in writing within 10 business days of receipt of said decision. The SRC, in consultation with the DGC, will review the appeal and provide the student a final decision related to the appeal in writing. In the event that subsequent appeals are necessary, students must follow the [Appeal Policy](#) outlined in the Graduate School Catalog.

## Student Dismissal

If/when the SRC or DGC faculty and staff determine that a student's behavior, professional 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.



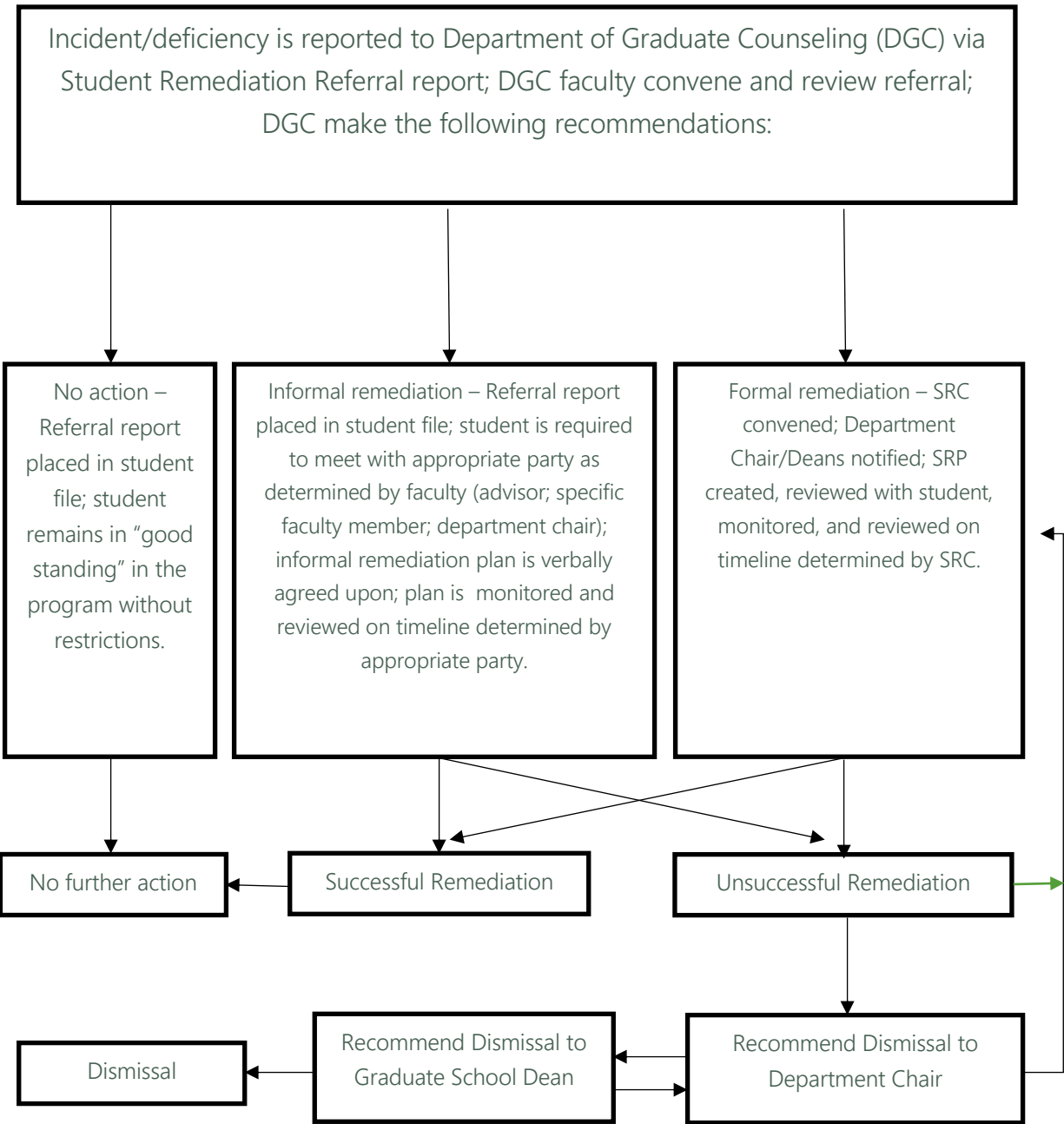
---

## 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 CMHC program have substantial input into a trainee's development, the oversight and final responsibility of clinical training remain with the CMHC program faculty. 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 subsequent to 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.*

OLD CURRICULUM – Students matriculating through the old MS in CMHC/MFT degree program may have different program requirements as outlined in the [archived Graduate School catalog](#) that corresponds with their admission to the DGC.

## 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

### Clinical Coordinator

The Clinical Coordinator provides strategic management and administrative oversight of the JBU Community Counseling Clinic (CCC) including orienting and supervising all contracted employees and students/trainees providing clinical services in the CCC.

### 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 an 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.

## 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.

## Field Placement Director (FPD)

The FPD is the primary liaison between the DGC and clinical sites affiliated with the counseling program. The FPD guides students through the Internship application and placement process.

## 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 particular system. Couples and family members may seek group counseling with other couples and families represented in the group.

---

## Group Supervision

Group Supervision is the weekly “in-class” component of the Practicum and Internship courses. Group supervision is provided by DGC faculty and delivered in 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 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 is seeing clients at each site and focus solely on the caseload of clients the trainee treats at that particular site. It is unethical (breach of confidentiality) for trainees to receive individual supervision on client cases at one particular 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 generally explores healthy communication, conflict resolution, boundaries, rules and roles, family/marital expectations, sex, abuse, parenting, grief and loss, 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.

## 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 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 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 Director.

## Site Supervisor

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

1. Hold a Masters degree in Counseling or related field.
2. Hold an active license in professional counseling or 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 in a clinical setting.
4. 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 Practicum Application process.

Trainees will complete their Internship experience at an external site (counseling agency or practice) in the local community. These external sites include, but are not limited to community mental health counseling agencies, psychiatric hospital units, inpatient treatment centers, private counseling practices, church-based counseling centers, and school-based mental health service agencies. Trainees must apply for Field (Internship) Placement via the Field Placement Application process. The Field Placement Director (FPD) shall vet and approve each clinical site before trainees can apply for placement at that site.

**OLD CURRICULUM – Trainees matriculating through the old MS in CMHC/MFT degree program are not required to complete their Practicum experiences at a CCC but may complete Practicum and Internship experiences at external sites.**

## Practicum/Internship Courses

### Practicum Prerequisites

Prior to applying for Practicum placement students must complete the following prerequisite(s) with a with a B- grade or higher: *CNL 7523 Intro to Counseling & Professional Development, CNL 7133 Counseling Theories, CNL 8253 Spiritual & Religious Values in Counseling, CNL 8433 Professional Ethics & Legal Issues in Counseling, CNL 7123 Group Counseling, CNL 7533*



---

*Foundations of Marriage, Couples, and Family Counseling, and CNL 8073 Psychopathology & Diagnosis.*

OLD CURRICULUM – Students matriculating through the old MS in CMHC/MFT degree program may have different Practicum prerequisites as outlined in the [archived Graduate School catalog](#) that corresponds with their admission to the DGC.

### Practicum Clinical Hour Requirements

Trainees must complete a minimum of 100 clinical hours across the Practicum semester. Of these total clinical hours, trainees must accrue a minimum of 60 indirect hours and a minimum of 40 direct hours. Indirect hours include individual and group supervision hours. Trainees who accrue less than 100% of these Practicum hours at the conclusion of the semester will be given a “U” grade for the course and must repeat the course.

### 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*

OLD CURRICULUM – Students matriculating through the old MS in CMHC/MFT degree program may have different Internship prerequisites as outlined in the [archived Graduate School catalog](#) that corresponds with their admission to the DGC.

### Internship Clinical Hour Requirements

Trainees must complete a minimum of 600 clinical hours across Internship 1 & 2 semesters. Of these total clinical hours, students must accrue a minimum of 360 indirect hours and a minimum of 240 direct hours. Indirect hours include individual and group supervision hours. Trainees must meet the minimum direct clinical hour requirements for each course as outlined below:

- Internship 1 – Trainees must complete 300 total hours in Internship 1. Of these hours, students must accrue a minimum of 180 indirect hours and a minimum of 120 direct clinical hours during the Internship 1 semester. Indirect hours include individual and group supervision hours.
  - Internship Extension - Trainees who accrue less than their required direct hours in Internship 1 may choose to register for CNL 8983 Internship Extension prior to registering for Internship 2. *Registering for CNL 8983 Internship Extension will provide the student with an additional semester to accrue clinical hours and may prevent them from failing (receiving a “U” grade) in Internship 2. Trainees may “carry over” all clinical hours from Internship 1 and Internship Extension to Internship 2.*
- Internship 2 - Trainees must complete an aggregate of 600 total Internship hours, including 360 indirect hours and 240 direct hours, by the conclusion of the Internship 2 semester. Trainees who accrue less than 100% of these aggregate Internship hours at

---

the conclusion of the Internship 2 semester will be given a "U" (failing) grade for the course and must repeat the course. Trainees may "carry over" clinical hours when repeating Internship 2 but must complete 100% of aggregate Internship hours (360 indirect and 240 direct) upon conclusion of their second attempt of the course. 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.

## Time Commitment

The clinical training experience across Practicum/Internship requires a significant time commitment, akin to working a part-time job. Trainees can expect approximately 10-15 hours per week of clinical work during the Practicum semester and approximately 20-25 hours per week of clinical work during the Internship semesters. The DGC recommends trainees limit their personal, occupational, social, and academic commitments during Practicum/Internship due to the mental, emotional, spiritual, and physical intensity of this phase of development.

## 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 evaluations occurring during weekly supervision meetings based on live or recorded counseling sessions.
- Supervisor Evaluations – written and periodic (mid-semester and end of semester) evaluations of trainee performance.
- Course Assignments – as 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.

## Practicum/Internship Grading

The Practicum group/faculty supervisor provides the trainee with a final grade at the end of the semester based on three factors:

- 
1. Clinical Hour Requirements (see above)
  2. Clinical Paperwork and Assignments (including, but not limited to self-evaluations, learning plans, clinical logs, supervisor evaluations, and case presentations)
  3. Clinical Competencies (as measured by formal and informal skill assessments)

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 shall 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 with 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.

**OLD CURRICULUM – Students matriculating through the old MS in CMHC/MFT degree program shall meet the following Required Clinical Hours Needed To Pass Practicum/Internship:**

- CMHC, MFT, and CMHC/MFT dual degree seekers must accrue 700 total hours by the end of their Internship experience.
- CMHC students must accrue 280 direct hours + 420 indirect hours to meet the 700 hour total (per CACREP standards):
  - 280 direct hours must meet the definition of "direct hours".
  - 420 indirect hours must meet the definition of "indirect hours".
- MFT and dual CMHC/MFT students must accrue 500 direct hours + 200 indirect hours to meet the 700 hour total (per COAMFTE/CACREP standards):
  - 200 direct hours must meet the definition of "relational hours".
  - 200 direct hours must meet the definition of "direct hours".

## MFT Field Experience Courses

### MFT Field Experience Prerequisites

Prior to enrolling in CNL 8953 MFT Field Experience students must complete the following prerequisite(s) with a "B-" or "S" grade or higher: CNL 8443, CNL 8453, & CNL 8883

---

## MFT Field Experience Clinical Hour Requirements

Trainees must complete 220 direct hours across MFT Field Experience 1 & 2 semesters. Students completing the MFT emphasis will accrue 500 direct hours across their entire clinical experience (Practicum, Internship 1, Internship 2, and MFT Field Experience 1 & 2). The 220 direct hours accrued across the MFT Field Experience must meet the definition of a [relational hour](#).

- Field Experience Extension - Trainees who accrue less than *their required direct hours in MFT Field Experience 1* may choose to *register for CNL 8963 MFT Field Experience Extension prior to registering for MFT Field Experience 2*. *Registering for CNL 8963 MFT Field Experience Extension will provide the student with an additional semester to accrue clinical hours and may prevent them from failing (receiving a "U" grade) in IMFT Field Experience 2*. Trainees may "carry over" all direct/relational hours from MFT Field Experience 1 and MFT Field Experience Extension to MFT Field Experience 2.

Trainees who accrue less than 100% of these aggregate hours at the conclusion of the MFT Field Experience 2 semester will be given a "U" grade for the course and must repeat the course. Trainees may "carry over" clinical hours when repeating MFT Field Experience 2 but must complete 100% of aggregate hours (220 direct) upon conclusion of their second attempt of the course. 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.

---

# Clinical Site Applications

## Clinical Site Application Overview

The MS in Counseling degree program has two extracurricular clinical training application processes that regulate site placement across Practicum and Internship experiences. The Practicum Site Application determines site placement within the JBU Community Counseling Clinics. The Internship Site Application determines site placement at counseling agencies within the JBU community. Site application decisions include "Approved", "Approved with Conditions", or "Denied". All application decisions are determined by appointed DGC faculty and/or staff and provided to the student in writing.

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 be placed at an approved clinical site with certain contingencies or parameters in place (as determined by the DGC faculty/staff) and may enroll in the appropriate Practicum or Internship course. Students receiving a "Denied" application decision will not be placed at a clinical site and not allowed to enroll in Practicum or Internship courses. Denied applications may be a result of a lack of placements, sites, site supervisors, and/or other site-related issues and do not necessarily indicate a need for student remediation. Denied applications will require the trainee to reapply for clinical placement in subsequent semesters (unless otherwise notified) and may result in degree plan changes. Site application decisions are not considered academic decisions and therefore not open for student appeal.

**OLD CURRICULUM – Students matriculating through the old MS in CMHC/MFT degree program who are preparing to enroll in Practicum 1 will skip the Practicum Placement Application Process and proceed directly to the [Internship/Field Placement Site Application Process](#).**

## Practicum Placement Application Process

Students in the MS in Counseling degree program shall apply for Practicum placement in the semester immediately prior to their anticipated enrollment in the Practicum course. All Practicum experiences (including individual and group supervision) in the MS in Counseling program will occur within the JBU Community Counseling Clinics (CCC) in Siloam Springs and Little Rock, AR. Thus, Practicum Placement Applications are directed, reviewed, and approved by the DGC Clinical Coordinators. Students will complete the following steps as part of the Practicum Placement Application process:

- Prior to Week 4 - submit Practicum Placement Application ([APPENDIX C](#)) and federal/state Background Check results (see [Background Check](#)) to regional Clinical Coordinator.
- Weeks 4 through 8 - All students who have successfully completed/submitted required paperwork prior to week 4 (see above) will be tentatively placed at a regional Community Counseling Clinic and be permitted to register for Practicum.
  - *Please note: An interview process may be triggered in the event there are concerns noted on student's background check and/or if/when placement availability in the CCC is limited.*
- Prior to Week 10 - students are notified of Practicum placement decisions by the Clinical Coordinator in writing.
- Prior to Week 14\* - students approved for Practicum placement must complete the following:
  - Purchase subscription to [Supervision Assist](#) (SA) and complete *HIPAA Safeguards & Best User Practices* course within SA prior to the end of Week 12 (before registration).
  - Register for Practicum class.
  - Purchase [Liability Insurance](#) coverage and upload copy via Supervision Assist.
  - Complete mandatory pre-orientation assignments via Blackboard.

*\*Students must also attend a mandatory JBU Community Counseling Clinic orientation – dates of orientation will be provided to the student by a regional Clinical Coordinator in the written letter of approval. Students who do not complete each of these requirements prior to beginning Practicum may lose their placement, be administratively withdrawn from Practicum, and/or referred for Student Remediation.*

Approved students who do not register for Practicum, withdraw from Practicum, or are released from their Practicum site placement for cause shall reapply for placement via the Practicum Site Application Process in the semester prior to their next planned Practicum enrollment unless otherwise notified.

**OLD CURRICULUM – Students matriculating through the old MS in CMHC/MFT degree program who are preparing to enroll in Practicum 1 will skip the Practicum Placement Application Process and proceed directly to the [Internship/Field Placement Site Application Process](#).**

## Internship/Field Placement Site Application Process

Trainees in the MS in Counseling program shall apply for Internship/Field Placement in the semester immediately prior to their anticipated enrollment in the Internship 1 course. Trainees in the MS in CMHC/MFT program (old curriculum) shall apply for Internship/Field Placement in the semester immediately prior to their anticipated enrollment in the Practicum 1 course. Internship/Field Placement Site Applications are directed, reviewed, and approved by the Field

---

Placement Director (FPD). Trainees will complete the following steps as part of the Internship/Field Placement Site Application process:

- Prior to Week 4 - submit an [Internship/Field Placement Site Application](#), professional resume, and background check results to the FPD.
- Weeks 4 through 8- FPD will schedule trainee interviews with potential sites.
- Prior to Week 10 - FPD makes final placement approval decisions and communicates these in writing to the trainee.
- Prior to Week 12\* - trainees approved for placement shall complete the following:
  - Purchase subscription to [Supervision Assist](#) (SA) and complete *HIPAA Safeguards & Best User Practices* course within SA prior to the end of Week 12 (before registration).
  - Register for Practicum 1 or Internship 1 class (depending on degree enrollment).
  - Purchase [Liability Insurance](#) coverage and upload copy via Supervision Assist.
  - Complete Site Supervisor Agreements via Supervision Assist.

*\*Students who do not complete each of these requirements prior to Week 12 in the semester prior to beginning Practicum 1 or Internship 1 (depending on degree enrollment) may lose their placement, be administratively withdrawn from the course and/or referred for Student Remediation.*

Approved students who do not register for Practicum1/Internship 1, withdraw from a Practicum/Internship course, or are released from their Practicum/Internship site placement for cause shall reapply for placement via the Internship/Field Placement Site Application Process in the semester prior to their next planned Internship course enrollment unless otherwise notified.

**OLD CURRICULUM – Students matriculating through the old MS in CMHC/MFT degree program who are preparing to enroll in Practicum 1 will follow the [Internship/Field Placement Site Application Process](#).**

## 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 during their enrollment in the counseling program due to unavoidable or unforeseen circumstances (job placement, military assignment, etc.) may apply for Distance Internship placement. Distance Internship allows a student to seek internship placement outside of JBU's geographic location and attend Internship class (group supervision) via online/Zoom technology. Students enrolled in Practicum are not eligible for distance placement as Practicum experience take place within the JBU Community Counseling Clinics.

---

Students applying for Distance Internship must be in good standing, have and maintain a 3.5/4.0 GPA, have passed all clinical training courses with a 'satisfactory' grade or higher, and have no Professional Development referrals or plans on record.

### Application for Distance Internship

Students anticipating perceived or real relocation will submit a written application proposal to the Field Placement Director (FPD) for consideration by the DGC faculty. This proposal will include:

- Rationale for Distance Internship – explanation of the circumstances around the relocation.
- Desired start date/semester for Distance Internship.
- Anticipated duration of Distance Internship (ie. 1, 2 or 3 semesters).
- Proposed City/metro area and state of Distance Internship.
- Desired site and individual/site supervisor (see DGC Handbook for site placement policies and procedures) in proposed location.

Upon review of the application, the DGC will vote to either approve, amend, or deny the proposal. Application decisions depend on the merits of each application and the students' current standing in the counseling program. Since Distance Internship is an exception to DGC policies and procedures, approval of Distance Internship is not guaranteed based on application submission.

### Approved Distance Internship Expectations

- Trainees – Trainees who receive approval for Distance Internship are responsible for locating eligible sites in their preferred location. Trainees will provide the FPD with their proposed sites no later than three months prior to the first day of their internship semester to allow for adequate site and supervisor vetting and contracting. Trainees are responsible for securing adequate internet connection/speeds and computer technology (high definition webcam, microphone, CPU, etc) in their new location. JBU is not responsible for any technological issues unrelated to JBU platforms as these issues may negatively affect the students' participation and grade in the course. Trainees in Distance Internship will meet all requisite expected to be highly engaged in the internship group and supervision process.
- Sites – Distance Internship sites must meet and maintain the same standards as local internship sites do. Distance sites should expect an online/Zoom meeting or site visit with JBU's FPD as the minimum requirement in the vetting process. Additional meetings and processes may be required upon FPD review.



---

## Clinical Training Termination Upon Graduation

To signify the termination of all site agreements and supervision contracts between JBU/DGC and an approved site, trainees shall submit a Graduation Site Release Form ([APPENDIX E](#)) 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 Director (FPD). Trainees will receive a final copy of this form for their records. Leaving, changing, or adding a site without approval from the FPD, and the Department of Graduate Counseling, may result in an "Unsatisfactory" (U) grade for the semester, Student Remediation referral, or program dismissal.

---

# 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. 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 delivery of results come 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 around 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 notify the Vice President for Academic Affairs and the Vice President for Finance & Administration for their feedback on and support of all background check decisions due to the institutional liability and risks involved.

## 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 perform clinical work, including direct and indirect clinical hours, at their site prior to or after a semester wherein they are enrolled in a clinical course. In addition, trainees may not provide services at clinical sites or have contact with clients at a JBU-affiliated site prior to site placement approval or after site release and/or site termination approval. 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.

## 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 weekly supervision in the P/I courses for the duration of their clinical experience in the DGC degree program. P/I courses hold 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. Due to the pass/fail nature of the P/I courses, trainee participation in weekly individual/group supervision is required.

### 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. In the event that a trainee does not receive individual supervision at a site (regardless of the reason for this absence of supervision) any clinical hours accrued by the trainee at that site will not count towards their 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.

### Group Supervision (P/I class) Participation

Trainees will receive weekly faculty/group supervision for the duration of each Practicum and Internship course due to the critical interpersonal and supervisory nature of the P/I class. In the event the trainee is absent from one (1) P/I class (faculty/group supervision), regardless of the reason for this absence, the trainee will contact the faculty/group supervisor at their earliest convenience and make-up the missed P/I class. Trainees will be given directives for completing the missed P/I class time make-up assignment (see course syllabus for more details) by the

---

faculty/group supervisor. Trainees who are absent from a second (2nd) P/I class in the same semester (or do not complete the make-up assignment(s) for a missed P/I class) will be issued a Remediation Referral to address the trainee's unique situation.

### 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 Remediation Referral, allowing the DGC faculty/staff to make recommendations of action based on the trainee's unique situation.

### Requested Absences

Trainees shall get faculty and site supervisor approval for any absences from a clinical site during a particular semester, including sick leave, vacation, and JBU sanctioned holidays. Trainees who have planned absences during a specific semester shall get these absences approved by the site and faculty supervisor as soon as possible prior to finalizing these plans. 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. Except in extenuating circumstances, trainees who do not attend a site or treat any clients for ten (10) consecutive days without site and faculty supervisor approval may be removed from a clinical site and/or administratively withdrawn from the clinical course.

### 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 decisions-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.
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 Trainee purchase policies providing \$1 million per instance/\$3 million aggregate minimum coverage. Trainees can purchase liability insurance policies at discounted rates from professional organizations (American Counseling Association, American Association of Marriage and Family Therapists, American School Counselor Association, and the American Association of Christian Counselors) or organizations like CPH & Associates ([www.cphins.com](http://www.cphins.com)) and HPSO ([www.hpso.com](http://www.hpso.com)).

Trainees shall submit proof of individual coverage liability insurance to the Field Placement Director prior to the first week of Practicum 1. Trainees cannot have client contact or accrue clinical hours until proof of liability insurance has been submitted to the Field Placement Director. Failure to secure or maintain liability insurance may result in the trainee being administratively withdrawn from a clinical course.

## Prior Relationship with a Clinical Site

Trainees shall seek placement at clinical sites where clinical supervision and evaluation remains objective. Therefore, students may not seek placement at a clinical site where a prior relationship existed. 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 previous professional relationships exist.
- The individual/site supervisor does not have an evaluative, supervisory, or collegial role in the trainee's employment at the site.

In the event that 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 Director (FPD) 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 FPD. Students who do not disclose a prior relationship with a clinical site may be removed from the site, administratively withdrawn from a clinical course, and/or referred for Student Remediation.

---

## Site Extension Request

Trainees who wish to provide clinical services at their site(s) outside of the published JBU semester dates (e.g., between semesters) must request a site extension using the Site Extension Request Form ([APPENDIX H](#)). Trainees shall provide rationale for the extension, including verification of on-site and individual site supervision coverage during the requested timeframe. Trainees shall submit all required coursework and clinical paperwork before the conclusion of the semester and may only accrue additional clinical hours during the extension. *Trainees who have client contact outside of the JBU semester schedule without site extension or early start approval will be removed from the site and given a "U" grade for the semester.*

## 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. In the event that issues persist after faculty intervention, the Department of Graduate Counseling may intervene as per Site Termination and/or Gatekeeping & Student Remediation policies.

## Site Release

### Trainee Initiates Site Release

Trainees who wish to be released from a Department of Graduate Counseling (DGC) approved internship site may initiate the site release process by submitting the Site Release Request Form ([APPENDIX F](#)) to their current faculty/group supervisor. Upon receipt of this application, the faculty/group supervisor will verify the site's understanding/support of the release and that a plan is in place for the ethical termination/referral of the trainee's caseload at that site. *Client welfare and continuation of care will be the highest priority in evaluating the necessity of a site release.* The faculty/group supervisor will make their recommendation for site release on the application and forward it to the Field Placement Director (FPD). The FPD will either approve, deny, or request additional information related to the Site Release Request Form based on faculty recommendation. All site release decisions are provided to the trainee in writing.

---

## Site Initiates Site Release

In the event that a DGC approved site initiates termination of the trainee's site placement, the trainee's current faculty/group supervisor will verify the nature of the termination with the trainee and site supervisor to determine cause. *Client welfare and continuation of care will be the highest priority in evaluating the necessity of a site release.*

## DGC Initiates Site Release

In the event that the DGC initiates termination of the trainee's site placement, the trainee's faculty/group supervisor will communicate this decision to the site supervisor and verify that a plan is in place for the ethical termination/referral of the trainee's caseload at that site. *Client welfare and continuation of care will be the highest priority in evaluating the necessity of a site release.*

## Site Release With or Without Cause

In the event 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" grade in their current clinical course, lose some/all clinical hours accrued during the current semester, be referred for Student Remediation, and/or be recommended for program dismissal.

In the event the DGC faculty determine a trainee was release 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.

*Trainees who abandon or leave a site without prior approval from the Field Placement Director as indicated in writing may result in an "Unsatisfactory" grade in their current Internship course, loss of some/all clinical hours accrued during the current semester, Student Remediation referral, and/or recommendation for program dismissal.*

## Supervision

Trainees are required to meet with their [Site Supervisor](#) for 1 hour *every week* of [individual supervision](#) 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 is the "in-class" portion of each clinical course. These classes typically meet for 2-3 hours each week in 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 Director. Approval to practice using specialized treatment approaches (as delineated above) will be determined by the DCG 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 cannot or is 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 G](#)). 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 Masters of Science in Counseling degree program at John Brown University (JBU) you have received and have access to the DGC Handbook. Students are responsible for understanding the policies and procedures outlined in the DGC Handbook, including revisions and amendments 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 you have received, have access to, understand, and consent to the policies and procedures in the DGC Handbook including all amendments and revisions.

\_\_\_\_\_  
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 REMEDIATION REFERRAL REPORT

Student Name: \_\_\_\_\_

Referrer Name: \_\_\_\_\_

Date of Referral: \_\_\_\_\_

Source of Information (check all that apply):  Self  Other Faculty/staff member

Student  Supervisor  Client  Community member

Other (*specify*): \_\_\_\_\_

Context /Setting of Information (check all that apply):  Classroom  Supervision

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"/>
• Lack of clinical competency/skill	<input type="checkbox"/>
• Disposition	<input type="checkbox"/>
• Impairment	<input type="checkbox"/>
• Ethical misconduct	<input type="checkbox"/>
• Unfit/unsuitable for the counseling profession	<input type="checkbox"/>
• Other	<input type="checkbox"/>

Brief Description of Concerns:

*Signing below affirms the veracity of this report.*

Referrer Signature: \_\_\_\_\_

Department Use Only:

Action:  No action  Informal remediation  Formal remediation  Other (*specify*):

## APPENDIX C: PRACTICUM PLACEMENT APPLICATION

Trainees are required to submit a Practicum Placement Application indicating they are planning to register for Practicum next semester. Trainees will submit this application to the regional Clinical Coordinator overseeing the CCC in their program location. All Practicum experiences take place within JBU's Community Counseling Clinics (CCC) in Little Rock or Siloam Springs. Trainees must be willing to provide a minimum of 8 hours service per week (includes supervision, indirect and direct hours) at a regional CCC for the duration of the Practicum semester.

Date of Request: \_\_\_\_\_

Name of Student: \_\_\_\_\_ Student ID #: \_\_\_\_\_

Home Campus Location:  NWA  LR Degree Program:  CMHC  MFT  MS CNL

Anticipated Semester of Practicum (e.g., Fall 2020): \_\_\_\_\_

Yes  No Background Check Completed

Approved Practicum Placement – A regional Clinical Coordinator will provide you with written approval to begin Practicum in the semester indicated on this application. Once written approval is received, you must complete the following tasks prior to Week 14\* of the CURRENT semester:

- Purchase subscription to [Supervision Assist](#) (SA) and complete *HIPAA Safeguards & Best User Practices* course within SA prior to the end of Week 12 (before registration).
- Register for Practicum class.
- Purchase [Liability Insurance](#) coverage and upload copy via Supervision Assist.
- Complete mandatory pre-orientation assignments via Blackboard

\*Students must also attend a mandatory JBU Community Counseling Clinic orientation - *date(s) of orientation will be provided to you by the regional Clinical Coordinator in the written letter of approval.*

Students who do not complete each of these requirements prior to beginning Practicum may lose their placement, be administratively withdrawn from Practicum, and/or referred for Student Remediation.

Denied Practicum Placement – A regional Clinical Coordinator will provide you with written notification of a denied Practicum placement decision, including the reasons for denial. Students may reapply for Practicum placement in a subsequent semester based on an updated degree plan. It is recommended that students set up an appointment with the Enrollment Coordinator to develop a new degree plan in response to a denied placement.

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

Department Use only:

Approved  Denied

\_\_\_\_\_  
Clinical Coordinator signature

\_\_\_\_\_  
Date

\* *Clinical Coordinators will meet with students upon request, to discuss denial decisions. Placement decisions could take 4-6 weeks.*

# APPENDIX D: INTERNSHIP/FIELD PLACEMENT SITE APPLICATION

Trainees are required to submit an Internship Site Application indicating each site they are interested in pursuing for clinical placement for the duration of their Internship experience. The Field Placement Director, on consultation with DGC faculty, will approve Internship sites the trainee may pursue for placement. Trainees will be informed of these decisions in writing. Trainees may not sign agreements with a clinical site until the Field Placement Director has granted written approval to do so. Once placed, trainees who wish to terminate or change their internship site must complete the Site Release Form and approval process as outlined in the DGC Handbook.

Date of Request: \_\_\_\_\_

Name of Student: \_\_\_\_\_ Student ID #: \_\_\_\_\_

Home Campus Location:  NWA  LR Degree Program:  CMHC  MFT  MS CNL

Background Check Form Submitted  Yes  No

Please list three sites you would like to review with the Field Placement Director:

Site #1	Site #2	Site #3
Address:	Address:	Address:
Phone #:	Phone #:	Phone #:
Are you or have you ever been employed by this site? <input type="checkbox"/> Yes <input type="checkbox"/> No	Are you or have you ever been employed by this site? <input type="checkbox"/> Yes <input type="checkbox"/> No	Are you or have you ever been employed by this site? <input type="checkbox"/> Yes <input type="checkbox"/> No
Do you have a pre-existing personal/professional relationship with anyone at this site that may result in a dual relationship? <input type="checkbox"/> Yes <input type="checkbox"/> No	Do you have a pre-existing personal/professional relationship with anyone at this site that may result in a dual relationship? <input type="checkbox"/> Yes <input type="checkbox"/> No	Do you have a pre-existing personal/professional relationship with anyone at this site that may result in a dual relationship? <input type="checkbox"/> Yes <input type="checkbox"/> No
Reason for choosing site #1:	Reason for choosing site #2:	Reason for choosing site #3:

Department Use Only	Department Use Only	Department Use Only
FPD Approval: Approved <input type="checkbox"/> Denied <input type="checkbox"/>	FPD Approval: Approved <input type="checkbox"/> Denied <input type="checkbox"/>	FPD Approval: Approved <input type="checkbox"/> Denied <input type="checkbox"/>

Approved Sites – The FPD has verified the site and site supervisor meet DGC requirements and policies related to Clinical Training and Site Placement. The trainee may pursue Site Supervisor Agreement at the Approved Site(s) listed above upon receipt of this completed form.

Denied Sites – The FPD has determined that this site and/or site supervisor is not currently a fit for the trainee. The trainee may not pursue any further agreements or placement arrangements at the Denied Site(s) listed above upon receipt of this completed form.

\_\_\_\_\_  
Field Placement Director signature

\_\_\_\_\_  
Date

*\* The FPD will meet with trainee, upon request, to discuss denial decisions. Placement decisions could take 4-6 weeks.*

---

## APPENDIX E: GRADUATION SITE RELEASE FORM

Trainees are required to submit a Graduation Site Release Form at the end of their clinical experience prior to graduation. This form will act as the site placement and agreement termination between the JBU trainee and the Site/Site Supervisor. 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 at the conclusion of Internship 2 or MFT Field Experience 2. This faculty member will sign the form, verifying clinical hour completion, and submit it for final approval to the FPD. Upon FPD approval, the trainee will receive a final copy of this form for their records. Leaving, changing, or adding a site without approval from the FPD, and the Department of Graduate Counseling, 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 Degree Program:  CMHC  MFT  MS CNL

Current Semester:  Internship 2  MFT Field Experience 2

Site #1

Name of Site: \_\_\_\_\_

Name of Site Supervisor: \_\_\_\_\_

Contact Information of Site Supervisor: \_\_\_\_\_

Site #2

Name of Site: \_\_\_\_\_

Name of Site Supervisor: \_\_\_\_\_

Contact Information of Site Supervisor: \_\_\_\_\_

Total Clinical Hours: \_\_\_\_\_ Total Direct Hours: \_\_\_\_\_ Total MFT/Rel't Hours: \_\_\_\_\_

### 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 \_\_\_\_\_

Signature of Field Placement Director \_\_\_\_\_ Date \_\_\_\_\_



## APPENDIX F: SITE RELEASE REQUEST FORM

Trainees requesting release from an internship site prior to graduation must first contact their Practicum/Internship Group Supervisor to discuss their reasons for the request. The completed form is to be submitted to the department by the faculty making the recommendation. The Field Placement Director (FPD), in consultation with DGC faculty, will approve site release based on the Faculty/Group Supervisor's recommendation. Trainees will be informed of this decision in writing. Leaving, changing, or adding a site without approval from the FPD, and the Department of Graduate Counseling, 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 Degree Program:  CMHC  MFT  MS CNL

Current Practicum/Internship course/section: \_\_\_\_\_

I have discussed this request with my Faculty/Group Supervisor and Site Supervisor:  Yes  No

I, \_\_\_\_\_ (Faculty Name), recommend the student be released from the following site:

Name of Site: \_\_\_\_\_

Name of Site Supervisor: \_\_\_\_\_

Contact Information of Site Supervisor: \_\_\_\_\_

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

Signature of Faculty/Group Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Rationale for Site Release (filled out by faculty/group supervisor):

### Department Use Only

Request Approved by FPD  Request Denied by FPD

Signature of Field Placement Director \_\_\_\_\_ Date \_\_\_\_\_

---

## APPENDIX G: 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 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 H: SITE EXTENSION REQUEST FORM

Trainees who wish to provide clinical services at their site(s) beyond the last date of a semester wherein they are enrolled in a Practicum/Internship course shall apply for a site extension. Site extension requests shall be submitted to the faculty supervisor assigned to the trainee's Practicum/Internship course. Trainees shall provide rationale for the extension, including verification of on-site and individual site supervision coverage during the requested timeframe. If approved, trainees shall submit all required coursework and clinical paperwork before the conclusion of the semester and may only accrue additional clinical hours during the extension. *Trainees who have client contact outside of the JBU semester schedule without prior site extension 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 Degree Program:  CMHC  MFT  MS CNL

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 and Faculty Supervisor, my signature below indicates my approval for the above request. By granting this approval, I certify, that I will be on-site and available for weekly individual supervision during the dates of extension listed above.*

\_\_\_\_\_  
Signature of Site Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Faculty Supervisor

\_\_\_\_\_  
Date

### Department Use Only

Request Approved by FPD  Request Denied by FPD

Signature of Field Placement Director \_\_\_\_\_ Date \_\_\_\_\_

---

## APPENDIX I: Handbook Changes 2020-21

- 9/16/20 – added language to Comprehensive Exam policy: Students who fail the CPCE twice are required to complete a comprehensive exam remediation plan. A student will not be approved for graduation until a passing score on the CPCE is obtained and/ or a comprehensive exam remediation plan is successfully completed.