JACKSONVILLE UNIVERSITY

BROOKS REHABILITATION COLLEGE OF HEALTHCARE SCIENCE
SCHOOL OF APPLIED HEALTH SCIENCES

CLINICAL MENTAL HEALTH COUNSELING PROGRAM

Student Handbook
2024-2025

School of Applied Health Sciences

Jacksonville
2800 University Blvd. N.
Jacksonville, Florida 32211

And

Palm Coast
145 City Place
Palm Coast, Florida 32164

The policies stated in this handbook are consistent with university policies but are set forth in more specific terms so the student majoring in Clinical Mental Health Counseling will have a concise statement of expectations. These policies are reviewed, revised, and adopted by the School of

Applied Health Sciences Graduate Clinical Mental Health Counseling Committee. In a case where a university-level policy, procedure, or process conflicts or contradicts a department-level handbook or syllabus, the department reserves the right to uphold the policy, procedure, or process specific to the department or program.

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INTRODUCTION

Welcome to the Jacksonville University Clinical Mental Health Counseling Program. Jacksonville University (JU) is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, and doctoral degrees.

Whether you have already been admitted or are just investigating various programs, this Student Handbook has been designed to provide you with specific information about the Clinical Mental Health Counseling Program.

Once you have been admitted to the program, please make a hard copy and save a file of the Handbook that is current when you begin your studies. Because the Handbook is revised regularly, the version with the date noted on it will be your guideline throughout your tenure in the program. If there are curricular or other program changes, you will be notified in advance. If subsequent policy changes are made in the Handbook, you should not be affected by them, and we will do our best to honor policies made when you entered the program.

NOTE: It is important that you familiarize yourself with the entire Handbook at the beginning of your program and you keep it as a reference throughout your graduate studies.

The Clinical Mental Health Counseling Handbook does not replace the JU Graduate Catalog or other official University documents but is a supplement to those resources. The Clinical Mental Health Counseling Faculty in the JU Brooks Rehabilitation College of Healthcare Sciences make every effort to maintain clear and consistent communication with students through the new student orientation, personal mentoring, timely email correspondence, announcements, practicum and internship seminars, and classroom discussions.

MISSION & PROGRAM OBJECTIVES

The School of Applied Health Sciences' mission, philosophy and program outcomes are congruent with those of JU and consistent with the professional Clinical Mental Health Counseling standards and guidelines for the preparation of professional counselors.

Applied Health Sciences Mission Statement

The JU Brooks Rehabilitation College of Healthcare Sciences, School of Applied Health Sciences offers exceptional academic opportunities for the next generation of student learners. The School of Applied Health Sciences is comprised of innovative and exciting new Programs including Communication Sciences and Disorders, Health Informatics, Medical Sciences, Respiratory Care, Department of Health and Exercise Sciences, Clinical Mental Health Counseling, and Occupational Therapy. Inspired by its mission to integrate teaching, scholarship, and outreach with the creation of workforce ready health care professionals, the School of Applied Health Sciences provides inter-professional training opportunities in high-fidelity laboratories and simulation training centers, leadership skill training, and industry/clinical internship opportunities. The School of Applied Health Sciences inspires students to learn, advocate, and strive towards leadership roles in applied health sciences.

Clinical Mental Health Counseling Program Mission Statement

The mission of the Jacksonville University's School of Applied Health Sciences Clinical Mental Health Counseling (CMHC) program is to provide an academically rigorous, inclusive, and supportive environment in which to prepare professional counselors to work in a variety of mental health settings including but not limited to, private practice, hospitals, community counseling centers, for profit and non-profit agencies, public health departments, and schools that offer therapeutic services. This preparation occurs in an atmosphere of fairness, equity, and justice, emphasizing creative learning, excellence in counseling skills and techniques, ethical and professional integrity, and social justice, advocacy and multicultural competencies.

Clinical Mental Health Counseling (CMHC) Program Objectives

The CMHC program incorporates seven program objectives stated in each syllabus, on our program website, and outlined below. The program evaluation plan is also available on the JU CMHC website. Upon completion of the program, students will:

1. Demonstrate holistic and multicultural skills in working with diverse populations across the human life span.
2. Apply evidenced-based practices in treatment planning and counseling processes.
3. Apply ethical standards in mental health counseling research and practice.
4. Accurately interview, assess, and identify clients' problems.
5. Monitor personal reactions to clients and peers while assessing interpersonal impact on others.
6. Demonstrate ability to communicate recognized resiliencies and strengths of clients in treatment planning and counseling.
7. Highlight the interactive dynamics in a household and among extended family and society as individual's developmental needs align or conflict with each other.

Degree Awarded and Graduation

The CMHC program is housed in the Brooks Rehabilitation College of Healthcare Sciences, School of Applied Health Sciences. Upon completing the program, graduates are awarded a Master of Science (MS) Degree in Clinical Mental Health Counseling. Graduation from the CMHC Program occurs at the end of summer semester of the student's second year.

Accreditation

Jacksonville University's Clinical Mental Health Counseling Program is accredited through the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under the 2016 standards. The JU CMHC accreditation is valid through October 2027, when an application for re-accreditation will be submitted. All JU CMHC program graduates have been recognized as having graduated from a CACREP accredited program. Additional information about CACREP can be found at www.cacrep.org.

Licensure

Based on our course descriptions, the CMHC Program has been notified by the Florida Department of Health, Board of Clinical Social Work, CMHC, and Marriage and Family Therapy that the JU MS-CMHC Program satisfies the statutorily required course content for both CMHC and Marriage and Family Therapy licensure. Students are encouraged to review the state standards and guidelines and notify the faculty advisor of practice preference so that the appropriate site placement can be secured for the practicum and internship. Not every state grants reciprocity for certification or licensure to applicants lacking prior credentials and/or experience. Students who plan to seek employment as counselors in states other than Florida are advised to contact the school or agency in that state which certifies or licenses counselors in the appropriate setting.

PROFESSIONAL ORIENTATION

Professional Identity

As a counselor-in-training, it is vital that you begin to build your role as a professional counselor, striving toward mastery of the knowledge, skills, and dispositions that are identified with the CMHC profession as well as a professional person in the world of work. The CMHC faculty value and aim to help you develop the following core dispositions, viewed as critical to your work as a counselor. The dispositions provide a framework for student educational experiences and evaluation throughout the program.

	Disposition	Definition
D	Discernment and dedication to the field	Discernment is the clinical insight and judgment related to a client problem or dilemma. Students will show an ability to analyze and understand a client's experience. Discernment includes a thoughtful way of judging between things and a perceptive way of carefully evaluating situations and concepts. Dedication to the field is evidenced by a commitment to helping others and serving as advocates for clients and the counseling profession.
O	Openness to feedback, flexibility, adaptability	Students demonstrate openness to feedback, responding non-defensively and changing behavior in accordance with supervisory feedback. Students develop and display flexibility and adaptability to changing circumstances, unexpected events, & new situations.
L	Lifelong learning	Students display motivation to learn, grow, and take initiative and responsibility for self-growth. Students demonstrate engagement in learning & development of counseling competencies, as evidenced by adapting to changing work and academic environments or acquiring new skills and knowledge in the field.
P	Professionalism	Students adhere to the ethical guidelines of the ACA, including practicing within competencies. Students are expected to behave in a professional manner towards supervisors, peers, & clients. This includes appropriate dress, being on time, and developing the ability to collaborate with others while maintaining appropriate boundaries with supervisors, peers, & clients. It also includes completing record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).
H	cultural Humility	Students will practice the exploration and acceptance of how one's own cultural identities and lived experiences affect their perspectives and awareness in understanding the cultural identities and experiences of others. This investigation and acceptance of cultural factors are evidenced by the knowledge and application of the Multicultural and Social Justice Counseling Competencies and the utilization of the RESPECTFUL model.
I	counselor Identity	Students develop an awareness of counseling as a professional relationship that empowers diverse individuals, families, and groups to achieve mental health, wellness, education, and career goals. Developing and maintaining a counselor identity includes knowledge and awareness of established training standards, roles and functions of counselors, the scope of practice, and ethical codes. Enacting counselor identity is evidenced by upholding the ACA code of ethics, knowing the eight CACREP standards, completing the associated courses, and engaging in personal and professional development.
N	iNtegrity	Students demonstrate a commitment to the professional ethics and values of the counseling profession through a display of integrity as evidenced by following through on commitments, respecting self and others, valuing honesty and openness, taking responsibility and accountability for one’s actions, and helping those in need without sacrificing your own health.
S	Self-awareness	Students will foster an awareness and exploration of their belief systems, values, and needs, and the impact on their relationships with self and others (peers, supervisors, faculty, clients, friends/family), as evidenced by the practice of introspection, examination of meaning schemas, recognition of habits and triggers, approaching feelings and reactions with curiosity, and appropriate boundary setting. Students will demonstrate emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with supervisor, peers, and clients.

Professional Affiliations and Service
An important part of building your professional identity is choosing activities of interest to you and participating in local, state, regional, national, and/or international activities related to CMHC. Finding your niche(s) can be an empowering and exhilarating addition to your professional identity as a counselor. Moreover, you will develop an important voice as an advocate for mental health and wellness and can become instrumental in exacting change at all levels where mental health policy is considered. The primary professional association for professional counselors is the American Counseling Association. Association and membership information can be found at www.counseling.org

Ethical Accountability, Professional Skills and Limitations
As with those already working in the field, students are ethically accountable to the profession, the public, and each other. As a student, and later as a mental health professional, it is imperative that you understand the limits of your own abilities, knowledge, skills, and authority, so you can communicate and present yourself accurately in an ethical and professional way that reflects the standards of the American Counseling Association, the American Mental Health Counseling Association, and the Florida State Statutes related to the Profession of CMHC (or those of any state in which you reside). As such, you will be required to abide by the American Counseling Association Code of Ethics during your duration in the CMHC program. Violating any portion of the American Counseling Association code of ethics may result in either Student Support Plan (SSP) or in dismissal from the CMHC program.

Demonstrating Active Participation and Leadership
As you move through the Program and evolve into a CMHC professional, your ability to demonstrate active participation and leadership is important to build public visibility, credibility and trust, both with clients and other counseling professionals but also with professionals from various disciplines with whom you interact.

Professional Counseling Post Graduate Requirements
To be licensed by the state of Florida, students completing the CMHC Program must meet all the State educational requirements for licensure as a Mental Health Counselor (LMHC) and/or Marriage and Family Therapy. After graduation, students are eligible to apply for Registered Mental Health Counselor and/or Registered Marriage and Family therapy intern status in Florida. This allows the individual to begin accruing the 1500 postmaster's, supervised, direct client contact hours required for licensure. As of January 1, 2001, all individuals applying for licensure or post-graduate counseling internship status in the State of Florida are required to have met the CACREP educational and licensing board requirements. These include a total of 60 hours of combined academic and clinical instruction (minimum of 700 total clinical hours).

The CPCE (Counselor Education Preparation Comprehensive Examination) is offered at midpoint in the program (summer after your first year), and a passing score on this exam is a requirement for graduation. The NCMHCE (National Clinical Mental Health Counseling Examination), which is required for licensure in Florida, is not a requirement for graduation; however, students are encouraged to prepare for and take the exam during their last semester or soon after graduation. Guidance regarding licensure requirements in the state of Florida can be found on the Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling (491 Board) website: https://floridasmentalhealthprofessions.gov/.

Procedures for Recommending Students for Credentialing and Employment
Other licensure issues and requirements, including information regarding the licensure examination process and post-graduate supervision, will be discussed during your tenure in the CMHC

program. Nonetheless, it is important that you keep up to date on current Florida laws related to post degree licensure. The process for further credentialing and gaining employment post-graduation can be explored through scheduling separate meetings with your faculty advisor.

Student and Program Data Management
Student's Practicum and Internship clinical information (i.e., forms, progress assessments, site supervisor information) and some academic information (i.e., grading rubrics), will be stored using Tevera, a cloud-based software for counseling programs. Tevera allows the CMHC program to track individual students' progress toward graduation, as well as aggregate program data to make program improvements.

ADMISSIONS

Overview
Admission to the CMHC Program is selective and limited to those students who demonstrate potential for successfully completing the program. Admission is open to qualified people of any race, color, age, religion, gender, gender expression, sexual orientation, national origin, disability, marital status, military, or veteran's status. Graduate admission is processed through the School of Applied Health Sciences.

The MS-CMHC degree is a full-time cohort program with a specialization in CMHC and a concentration in marriage and family therapy. The program uses a hybrid curriculum with online didactics, assignments and discussion board and face-to-face experiential/discussion. Students are admitted to the program annually in the fall semester only. Each cohort (Jacksonville and Palm Coast) will have up to 24 students. The admissions timeline is distinct and allows for competitive admission.

Requirements
An admission decision is based on evaluation of an applicant's previous coursework and their grades earned, a written personal statement, a professional resume, individual experience within the field, and three professional and/or academic letters of recommendation. Where applicable, official GRE scores and a personal interview are also utilized in final evaluation for admission. Meeting the basic requirements for the CMHC program does not guarantee acceptance into the program. If an applicant's materials are accepted, the applicant will be invited to participate in an on-campus interview with members of the CMHC faculty. If applicants live out of state, they may request a phone or online interview. Qualified applicants will be notified of admission within 30 days of the interview.

Admission requirements are itemized below:

- A $50 non-refundable application fee.
- Baccalaureate degree from an accredited college or university with a cumulative grade point average (GPA) of at least 3.0 on a 4.0 scale. No specific undergraduate major is required.
    - An applicant with a Bachelor's degree from an accredited university whose cumulative GPA is less than 3.0 is required to submit his/her GRE scores reflecting a total score of 900 or more on the combined verbal and quantitative sections (previous to August 1, 2011) or a combined score of 290 on the revised GRE exam (after August 1, 2011).
- Unencumbered background check.
- Essay (1-2 pages) that addresses reason(s) for seeking a degree in CMHC and includes short- and long-term professional goals.
- Resume that includes education and work background, honors, memberships in professional, school, and service organizations, etc.
- Three letters of professional and/or academic recommendation, preferably with at least one from a professor who is familiar with the applicant's academic work.

- TOEFL (minimum score 650 for paper, 280 for computer, and 114 if internet-based), or IELTS requirement of 8.0 if applicant's primary language is not English.
- An interview with members of the CMHC faculty is a component of the admission process.

Admissions Deadline
February 15 for a fall-term cohort that begins in August.

The application for the MS-CMHC program should be completed online through the JU website. All supplemental materials for your application should be uploaded to our web-based application as prompted. If you have any questions regarding your application, please contact admiss@ju.edu.

Deferred Admissions
A student may elect to defer their admission decision for one admissions cycle. Students who choose to defer their admission may only defer to the campus location for which they were initially admitted. If an applicant wishes to transfer their admissions decision to an alternate location (Jacksonville or Palm Coast), that applicant must reapply to the program during the following admissions cycle to be considered with the new applicants. Any applicant who elects to defer their admission is responsible for contacting the graduate admissions representative by March 1st of the new admissions cycle to indicate their preference for enrollment.

Transfer of Credit
Students accepted into the MS-CMHC program may transfer a maximum of six (6) semester hours or 10-quarter hours of graduate academic credit from a comparable regionally accredited academic institution. The credit must be in courses similar in content and rigor to JU's MS-CMHC Program, may not include practicum and internship courses, and the grade must be at least a "B". To be eligible for transfer credit, the student must submit a transcript and catalog description of the course to the Department Chair of the MS-CMHC Program. A letter requesting the transfer credit will be sent to the Registrar and placed in the student's file. Any work transferred to JU will be entered on the JU transcript as hours earned only and will not be used in computation of the grade point average.

Handbook Agreement & Statement of Understanding
Upon admission, all students will sign the Handbook Agreement and Statement of Understanding, which pertains to the ongoing responsibility of the faculty to determine the appropriateness of the student of the program and the profession as noted in the Student Progress Assessment, and through a review of their academic progress in the program. A copy of the signed statement will be provided to the student and kept in his/her file in Tevera.

PROGRAM OF STUDY AND CURRICULUM

Program of Study
The MS-CMHC degree is a practitioner-oriented, two-year, full-time cohort-model program that is based on best practice criteria for professional counseling. Courses are taught in a hybrid style with content information online through didactics, project assignments and discussion board, and content information presented in face-to-face, experientially oriented classes. Class attendance will be once a week from 3:05-5:50 and 6:00-8:45 during the fall and spring terms. Classes will meet twice a week for second year students during the summer term for both cohorts. Students are also required to complete a rigorous 700-hour community-based clinical field experience as part of their academic training. For students choosing dual licensure to include marriage and family therapy, one semester (either Practicum or Internship) must include

clinical experience (minimum 180 direct hours) working with couples, families and/or family issues with an emphasis on a systems approach to counseling in practice and supervision.

Several courses also require community engagement and guest presenters who are active in the mental health counseling community. This combination of academic experiential course work and community-based application aligns with the mission of the Brooks Rehabilitation College of Healthcare Sciences.

The CMHC program is designed to provide comprehensive training for individuals who wish to counsel diverse populations in various mental health settings. Curricular experiences encompass opportunities to explore the developmental, social, and cultural foundations of behavior across the life span, practice psychotherapeutic and diagnostic skills, and complete extensive field experiences to apply knowledge and skills in professional settings. Curricular experiences occur in the classroom, the community, and practicum/internship sites.

The program experience focuses on the implementation of empirically supported therapeutic interventions and advocating for a comprehensive wellness approach to healthcare. The primary outcome is to develop clinicians that will provide effective treatments alongside other healthcare practitioners to treat and prevent mental health challenges.

CMHC Curriculum Summary **Major Requirements (48 Semester Hrs)** **Couples and Family Counseling Concentration (12 Hrs)**	
Course	**Semester Hours**
Semester 1 (Fall) 12 credit hrs.	
MHC 501: Human Growth and Development	3
MHC 502: Legal, Ethical, and Professional Standards	3
MHC 503: Counseling Theories and Practices	3
MHC 504 Introduction to Counseling Skills and Practice	3
Semester 2 (Spring) 12 credit hrs.	
MHC 505: Behavioral Research and Evaluation	3
MHC 506: Diagnosis and Treatment of Psychopathology	3
MHC 507: Group Theories and Practice	3
MHC 509: Social and Cultural Foundations in Counseling	3
Semester 3 (Summer) 9 credit hrs.	
MHC 508 Individual Evaluation and Assessment	3
MHC 510: Career and Lifestyle Assessment in Counseling	3
MHC 604: Addictive Behaviors Counseling	3
CPCE (Counselor Preparation Comprehensive Examination) This exam is required.	
Semester 4 (Fall) 9 credit hrs.	
MHC 601: Community Based Counseling	3
MHC 605: Family Systems: Theories & Practice of Marriage and Family	3
MHC 603: Clinical Practicum (100 contact hours)	3
(Winter) MHC 999: Winter term Practicum Supervision (0 Credits)	

Semester 5 (Spring): 9 credit hrs.	
MHC 610: Family Systems: Introduction to Play Therapy	3
MHC 511: Human Sexuality Counseling	3
MHC 606: Internship I (300 contact hours)	3
NCMHCE (National Clinical Mental Health Counselor Exam). This exam is *NOT* required for graduation but is required for Florida state licensure and students are encouraged to take the exam this semester. Additional information will be provided regarding student eligibility. For students this exam is offered through NBCC (http://ProCounselor.nbcc.org).	
Semester 6 (Summer): 9 credit hrs.	
MHC 607: Family Systems: Couples Therapy	3
MHC 612: Family Systems: Filial and Family Therapy	3
MHC 609: Internship II (300 contact hours)	3
Total	**60 Hours**

Practicum and Internship

Please refer to the Clinical Practicum/Internship Handbook for more detailed information about Practicum and Internship policies, procedures, and requirements. Students must complete all first-year courses successfully before enrolling in Practicum.

Student Evaluation and Retention

The CMHC faculty members have an ethical obligation to both the students and to students' future clients. As such, it is the responsibility of the faculty to prepare students to become skilled and ethical counselors. Throughout each student's experience -- from the initial interview through the completion of the internships -- faculty members use both formal and informal means of observing, intervening, and guiding to ensure that each student's potential is maximized and that future clients are protected.

The 2016 CACREP accreditation standards require that counseling programs maintain a developmental, systematic assessment of each student's progress throughout the program. The JU CMHC program uses a combination of academic performance reflected by course grades, the Counselor Education Comprehensive Examination (CPCE), and an annual faculty review using the Counselor Competency Scale-Revised (CCS-R; Lambie, Mullen, Swank, & Blount, 2015) and informed by the core dispositions (DOLPHINS) outlined above.

Faculty and Site Supervisors use the CCS-R assessment to evaluate student progress, including individual student professional and personal dispositions, and provide aggregate program data. This information is uploaded and stored in the student's Tevera account, which is the online platform the CMHC program uses to store student clinical information, forms, and other relevant clinical documentation. Faculty will assess students using the CCS-R at program midpoint and during the final year of the program to discern degree of compliance with the CACREP common core standards, specialty standards, and dispositions. A CCS-R may be used by faculty at any point in the student's enrollment if it is deemed that additional feedback or evaluation of that student is necessary. Site supervisors will assess students at midpoint and end of term each semester, and students will assess themselves at multiple time points throughout the practicum/internship as well. First year students are expected to maintain a scores of 3 or above on their counseling skills and counseling dispositions on all evaluations. Second year students are expected to maintain a scores of 3 or above on their counseling skills and counseling dispositions on all CCS-R evaluations provided by their clinical supervisor and program faculty. Scores of "Not Observed" do not indicate a problematic review of the student's counseling skills. Any score below 3 will result in a Student Support Plan (SSP) for that student.

Decisions regarding continued study are based upon demonstrated personal and professional competence in each of the following areas: interpersonal skills, ethical judgment, and professional maturity and demeanor.

Academic Standards
CMHC candidates must maintain an academic grade point average (GPA) of at least 3.0 (B) during their enrollment in the program. To graduate, students must have at least a 3.0 (B) GPA.

Academic Standing
CMHC students will be placed on academic probation if their cumulative GPA drops below 3.0 (B). Those who do not achieve a cumulative GPA of 3.0 (B) within two semesters of being placed on academic probation will be dismissed from the program. A student must pass each course with a grade of B- or better. In cases where a student earns a final grade lower than B-, the student will consult with the faculty instructor to establish a Student Support Plan (SSP). Options for the plan are at the discretion of the faculty instructor and must be established within two weeks of the final grade being posted. If a plan is utilized, the highest possible final grade the student may earn is a B. If the plan is not completed in a satisfactory manner, the student will be required to retake the course. **The student may only utilize a professional and/or SSP option in 1 course.** If a final grade below a B- is received in a second course, the student has the option to repeat the course. Subsequent grades below a B- will result in dismissal from the program. Any final grade of 'F' will automatically result in program dismissal.

Grading
The grade equivalent and scale will be discussed in the syllabus for each course.
The grading scale for all classes is as follows:

0–100 Percentage Scale	Letter Grade Scale	Quality Points Scale
94–100%	A	4.0
90–93%	A-	3.67
87–89%	B+	3.33
84–86%	B	3.0
80–83%	B-	2.67
77–79%	C+	2.33
73–76%	C	2.0
Below 73%	F	0
Incomplete	I	Not included in GPA
Passed	P	Not included in GPA
Withdrew	W	Not included in GPA
Audit	AU	Not included in GPA
Credit	CR	Not included in GPA

Students can withdraw from classes or receive an incomplete according to the University policy. An "I" indicates that a student did not complete a course for a reason acceptable to the professor and requested and received permission from the Director to complete the course within the first four weeks of the next semester. The student must be passing and have completed all but a particular segment of a course to qualify for a grade of "I". The "I" will be converted to the appropriate letter grade if the course work is completed by the end of the fourth week of the next semester. If the "I" course work is not completed on schedule, the "I" will convert to an "F". The "I" converted to grades "A" through "F" will then be used in computing the GPA and may result in a change of academic status if the resulting GPA so indicates. A CMHC major must have permission from the Department Chair to register for the next CMHC course while an "I" grade remains on the student's record.

Assignment Due Dates

Each student is expected to submit written assignments on the date specified in the class syllabus. Permission to turn in written assignments later than the scheduled time must be obtained from the faculty prior to the due date. The faculty has the right to refuse any written assignment submitted past the due date where the student has not obtained prior permission to turn in the assignment late. Faculty may elect to allow a paper to be turned in late for less than full credit. For all written assignments that are turned in late, 5% of the total points possible will be deducted for the first day late, and 1% of the total points possible for each day thereafter.

CPCE Examination

The Counselor Preparation Competency Exam (CPCE) is an online, multiple-choice exam that tests students' knowledge of the 8 CACREP content domains including:

1. Human Growth & Development
2. Social and Cultural Foundations
3. Helping Relationships
4. Group Work
5. Career and Lifestyle Development
6. Assessment
7. Research and Program Evaluation
8. Professional Orientation and Ethics

All students are required to take the exam in the semester prior to practicum and achieve a passing score prior to graduation. An overall passing score must satisfy the following conditions:

- Achieving a total score that is within one (1) standard deviation of the national mean for total scores.
- Achieving a score that is within one (1) standard deviation of the national mean on at least four (4) of the eight (8) content areas.

The faculty will inform students about the test location, date, and time before the beginning of Summer semester. Because pass rates are determined using national averages, students will receive formal correspondence from the Clinical Director, the Department Chair, or other designated program representative, informing them of their test results shortly after national exam statistics are received.

Students who do not pass the CPCE can take the examination two additional times. If a student does not pass the CPCE, the student should meet with their faculty mentor/advisor to discuss how to work toward score improvement. If the student is unable to pass the examination after three attempts, the student may be removed from the program. It should be noted that this is an examination to test and measure progress on the mastery of the eight CACREP content domains.

Professional and Personal Disposition Development: Student Support Plan

It is imperative that students demonstrate professional behavior that conforms to CACREP and university guidelines and the ACA Code of Ethics. Any student who demonstrates problems with professional competence, core counseling dispositions (DOLPHINS), and/or conduct may be required to complete a Student Support Plan (SSP) to address the concerns. Faculty will evaluate each student on their interpersonal and professional competency; examples of which include the following:

- Demonstrates respectful peer and faculty interactions
- Demonstrates respect for the ideas and integrity of others
- Demonstrates maturity in interactions with others
- Demonstrates ability to interact respectfully with people of diverse backgrounds
- Demonstrates ability to react with appropriate empathy and sensitivity

Sample behaviors that could result in a Student Support Plan (SSP) are:

- Receives below a score of 3 on counseling skills and/or dispositions on CCS-R assessments by faculty and/or supervisor
- An inability to control anger
- Uses insulting or profane words in verbal or written communications
- Uses intimidating tactics
- A lack of openness and respect for diverse cultures, religions, sexual orientations, gender expression and other marginalized identities
- Dishonest or unethical behavior
- Lack of self-awareness, self-reflection, boundaries, and ability to self-evaluate
- A lack of awareness or inability to manage own limitations and responsibilities
- Turns assignments in late with some regularity or fails to participate in the online learning portion of a class
- Avoids responsibility for situations by blaming others
- Overt hostile reaction to supervision
- Refuses or is unable to adjust behavior in response to clearly communicated feedback
- Consistently fails to give appropriate credit to others
- Demonstrates a pattern of overreaction to a small slight
- An inability or refusal to accept academic inquiry or disagreement or to work collaboratively in a professional or academic environment
- Violates the ACA code of ethics, engages in academic misconduct, or violates the BRCHS social media policy.

Program Dismissal

If a student is being considered for academic or conduct dismissal, the Program Director will consult with all program faculty and a faculty consensus must be reached on this decision. A recommendation for program dismissal may also come from the Dean of the College, or other university administrator with knowledge of student dispositions. If a student is dismissed from the program, a meeting will occur with all program faculty and the Dean of the College informing the student of their dismissal. Additionally, the student will receive the dismissal decision in writing. Once a dismissal decision has been agreed upon by the college Dean and program faculty, this decision cannot be appealed by any process other than the outlined grievance policy stated in this handbook.

1. Students may be dismissed from the program for academic reasons (e.g., grades of C or lower, plagiarism, and/or verbal, non-verbal, or written communication problems) or not meeting expectations in practicum/internship (i.e. being dismissed from their clinical site).
2. Students may be dismissed for failure to meet the requirements outlined in a Student Support Plan (SSP)
3. Students may be dismissed for overt violations of the current ACA Ethical Codes and Standards of Practice, the JU Student Code of Conduct, or legal issues that may have implications for licensure as a Clinical Mental Health Counselor.
4. Students may be dismissed for receiving a grade of C or lower in the following courses: Introduction to Counseling Skills and Practice, Legal Ethical and Professional Standards, or Social and Cultural Foundations in Counseling
5. Students may be dismissed for "personal unsuitability for the profession." Examples of such behavior include:
    - Consistent inability to assess problem situations in a mental health or educational setting and determine how to negotiate/compromise or otherwise resolve the situation
    - Ongoing inability or unwillingness to recognize personal boundary/power issues which a); inhibit or prevent the student from learning appropriate professional behavior/counseling skills; and/or b) have the potential to harm a client
    - Ongoing inability or unwillingness to participate in learning activities designed to promote and improve self-understanding, self-analysis skills and interpersonal skills
    - A student receives a score below a 3 on their counseling skills and/or counseling dispositions on CCS-R evaluations provided by their clinical supervisor and/or program faculty and a Student Support Plan (SSP) is an unsuitable option.
    - A student exhibits two or more behaviors outlined under the SSP sample behaviors that would ordinarily result in a SSP, but the faculty deem the behavior too egregious to remediate.

SCHOOL OF APPLIED HEALTH SCIENCES WITHDRAWAL POLICY

Course/Program Withdrawal

After the drop/add period, a student may withdraw from a course during a specified withdrawal period. The withdrawal period normally extends until the end of the tenth week of the traditional fall and spring semesters or the fourth week of a summer or accelerated term. Students should consult the academic calendar for exact dates. Withdrawal requests from a course or courses normally will not be considered if received after the last day to withdraw. Exceptions will be granted only upon approval by the appropriate college Dean, subject to a student appeal based upon an unforeseen and unavoidable emergency that precludes completion of the course or courses. Grades of "W" will be reflected on the student's transcript but are not computed into the student's GPA.

To withdraw from a course or program students can send written withdrawal requests directly to the graduate advisor. In the case of course withdrawal, the student must ensure that his or her eligibility for financial aid, scholarships, participation in sports or other student activities, work, or any other condition that requires full-time student status at JU is maintained.

Program Re-entry after Withdrawal

To be readmitted into the program, students must first submit a written petition to the Department Chair. The petition should outline the reason for initial withdrawal and future success plans. The petition should be received 1 semester before re-entry and no more than 4 years after program withdrawal. This

petition should be sent directly to the graduate advisor and Department Chair. Re-entry is contingent upon graduate committee approval and space availability. Since this is a closed cohort program with no electives, the student must re-admit at the same point at which the student first terminated, but in a subsequent cohort.

University Readmission

A former JU student who was not enrolled at the University during the most recent fall or spring semester must apply for readmission. Applications for readmission must be submitted as early as possible to the Office of the Registrar. A student who has not completed classes within one academic year will be moved to the current catalog and must complete the Core and Major requirements of the new catalog. If a student was enrolled at another institution during the period since last enrolled at JU, an official transcript of all courses attempted must be submitted to the Office of the Registrar.

Transfer Credit Policy

Admitted students may be able to transfer a total of 6 semester hours (2 courses) of graduate coursework to JU from a comparable regionally accredited academic institution and in accordance with JU course transfer policy. The credit must be in courses similar in content and rigor to JU MS-CMHC Program, and the grade must be at least a "B." Students are advised to discuss any transfer courses with the Department Chair, who will determine if and which courses may be applicable. Practicum and Internship courses are not transferable.

To be eligible for transfer credit, the student must request the credit and submit a transcript, as well as catalog description of the course to the CMHC Department Chair during the application process. Transfer credit will only be awarded at time of acceptance into the graduate program. This request must be approved by the graduate Department Chair who will submit a request for the transfer credit to the Registrar and placed in the student's file.

Non-admitted Students Seeking Course Enrollment

Individuals sometimes request to register for courses to complete certain requirements for licensure in Florida. Those individuals seeking licensure courses are required to submit: (a) a copy of the official letter from the Florida licensing board noting their eligibility status and specifying courses needed, (b) a statement of intent outlining the purpose and plan related to taking the non-degree seeking course(s), and (c) submission of transcript of graduate study. Registration in CMHC courses requires approval of the CMHC Department Chair. Non-degree seeking students are not eligible for enrollment in the Practicum or Internship courses and may only take 6 semester hours (2 courses) as a non-degree seeking student. It is up to the student to determine the needed courses based on their current degree and missed coursework, and these students will not be placed with a faculty advisor for licensure consultation.

Program Completion

Students must successfully complete all course work no later than five years after entrance into the program and after completion of the first graduate-level course taken. Students must complete the program for which they were originally accepted and at their original location of entry. If a student wishes to change the location of their enrollment between existing JU CMHC program sites, the student must submit the request in writing to the Program Director at least 30 days prior to the semester for which they are requesting to transfer. Decisions for transfer will be considered on an individual basis and will be based on site availability and ability to maintain the faculty to student ratio specified by CACREP.

POLICIES AND EXPECTATIONS OF STUDENTS

Class Attendance

Certain qualities and characteristics are essential for an individual to practice professional CMHC in a safe manner. CMHC practice is dependent upon communication and cooperation. Reliability to commitments, accountability for actions, and punctuality in behavior are all part of being a professional counselor.

Grades will be awarded based on the ability of each student to achieve specified course objectives. Faculty strongly believe that class attendance is necessary for students to learn the assigned material and achieve course objectives.

This is a hybrid model program, which means that a large percentage of the class will be conducted online via Blackboard (Bb). Class sessions are carefully planned and important material (lecture, discussion, group activities, and handouts) will be covered in class or Bb session. Attendance at all class meetings or on Bb during online weeks is expected. If you are absent from an in-class session, you must notify the instructor. Missing two classes will result in a one letter grade deduction. Repeated absences (more than 2 classes missed or 25% of missed in class meetings, whichever is greater) without having the instructor informed and approved will result in Student Support Plan (SSP). Missing more than three classes will result in failure in the course. Students are expected to be on time and present for the duration of each class and demonstrate engagement by asking questions, sharing thoughts, and participating in small/large group discussion. Students are expected to be respectful, attentive and arrive prepared for each course meeting by reading assigned materials and participating in class activities. In turn the instructor will create an atmosphere of respect, inclusion, and challenge.

Unavoidable and/or unexpected circumstances beyond the student's ability to control or anticipate may be considered acceptable reasons for tardiness. Unless permission to leave class early is granted by the professor, students are expected to remain in class until the class is completed.

Absences, arriving late or leaving early from class will result in deduction of points per class and deducted from the final grade. Arriving late/leaving early for two classes will be the equivalent of one class absence. Compensation for excused absences needs to be arranged in collaboration between the instructor and JU Disability Support Services (DSS) . Faculty cannot make accommodations for alternate course delivery methods on an individual basis with students. Students are expected to attend class in the format in which the course is being offered.

Failure to participate in at least 80% of the online work in any class will automatically result in a Student Support Plan (SSP). It will be up to the individual instructor as to whether the course will need to be repeated as part of the plan based on other missed course content or participation throughout the duration of the class.

Extraordinary Events

If a student requires leave from school because of unforeseen personal circumstances, the student is responsible to notify the professor and give the reason for the requested time away in conjunction with DSS.

Without proper notification and documentation, the student will not be permitted to make up missed class/clinical assignments or examinations. The student is responsible for notifying the appropriate professor of any change in status regarding missed class/clinical. The student is responsible for notifying the University Registrar if withdrawing from class(es).

Diversity Considerations

JU recognizes its commitment to equal educational opportunity, cultural diversity, and ethical values. The content, the learning activities, and the environment provided during this course will be guided by that priority. The programs and issues discussed in this class relate to services offered to all students in schools, regardless of gender, ethnicity, socio-economic status, or special needs. When exploring the individual topics that make up the content of this course, special attention will be given to how services can be provided in a manner equitable to all.

Disability Statement

Students with a visible or non-visible disability who requests reasonable accommodation to their condition should provide medical and/or psychological documentation of the disability Office of Disability Support Services and refer to the following information regarding requesting accommodations: https://www.ju.edu/disabilityservices/accommodations-checklist.php. Faculty cannot make accommodations for alternate course delivery methods on an individual basis with students.

Background Checks

The SAHS requires all students to have a Criminal Background Check on file. The student is responsible for the cost of the background check. Students will submit to a FDLE/FBI Level II Criminal Background check. Students must sign a waiver allowing the SAHS to send a copy of this report to clinical facilities that require this information. A list of items included in the background check is available through the Graduate Advisor. Background checks are completed through the company *CastleBranch* at https://discover.castlebranch.com/.

Instructions will be given to beginning students upon entry into the program. Students are required to complete background checks prior to the start of the program and completed background checks are kept by the SAHS in a secure location.

Participation in clinical experiences may be contingent upon results of the background check. Any student with concerns regarding their background check must meet with the Associate Dean of the School of Applied Health Sciences. The Graduate Advisor, Clinical Director, and Associate Dean review all background checks.

Any item of concern, regardless of adjudication, will be shared with the practicum/internship clinical site supervisor. The site supervisor, or appropriate agency representative, will determine if the student may participate in clinical experience at their facility. If the student is denied clinical access by an agency, and a comparable clinical assignment cannot be made, the student will not be able to meet the course objectives and will therefore be dismissed from the CMHC program. Students that are out of the program for more than two semesters will be required to complete a new background check. Enrolled students are required to notify the Department Chair if they are charged and/or convicted of a crime during the time the student is enrolled in the CMHC program. The Dean, CMHC Department Chair, and/or CMHC Clinical Director reserve the right to ask a student to complete a second background check prior to the start of the clinical experience. A student also may be required by the Dean, Department Chair, or Clinical Director to complete a drug screen at an appropriate facility if there is cause to believe that this might influence a student's ability to fully participate in the academic or clinical requirements of the program. Failure to comply with additional background check requests or drug screening may result in a Student Support Plan (SSP) or dismissal. Positive drug screens resulting from a medically prescribed substance will be handled on a case-by-case basis.

Expenditures
A $50 fee is required at the time of application. Student deposit and tuition is listed in the current Jacksonville University Catalog. Transportation is required to complete some assignments and the Practicum/Internship. Lack of transportation is not an acceptable reason for failure to complete an assignment. Additional fees may be incurred include fees for background checks, liability insurance, drug screens, and occasional class projects.

Each graduate student is required to have a personal laptop computer with current Microsoft Office or equivalent software that is capable of wireless internet connection, integrated or external Web Camera and Microphone, keyboard, mouse, and speakers. For additional device requirements, please see the JU Technology Requirement, https://www.ju.edu/admissions/technology-requirement.php.

Policy on Social Media Practices
While the CMHC program supports the use of social media for online communications concerning our mission, community relations, marketing, and recruitment activities, we have established guidelines to ensure we protect the privacy of our clients, their loved ones and each other. Social networking and social media sites are online, public communication sites for users to interact, engage, and share interests and activities.

Students should not discuss or share any information that is confidential. In addition to protected health information (PHI), this may include information about contracts, financial or clinical data, description of clinical situations even if the client is de-identified, personal reactions to clinical experiences, regulatory issues, HR issues, yourself or research. We also have a responsibility to respect and protect the privacy of our co-workers and other students. This includes sharing pictures, identifying data, or other information that you have not been authorized to make public. Violation of this policy will result in Student Support Plan (SSP) and possible program dismissal.

Additionally, per the ACA Code of Ethics (A.5.e.), Counselors are prohibited from engaging in a personal virtual relationship with individuals with whom they have a current counseling relationship (e.g., through social and other media).

SCHOOL OF APPLIED HEALTH SCIENCES ACADEMIC AND OTHER REQUIREMENTS

The information that follows provides an overall summary of the policies and procedures for all academic programs in the Brooks Rehabilitation College of Healthcare Science, SAHS. Therefore, CMHC students must use this student handbook for these overall academic policies and abide by these policies as a student in the SAHS. While CMHC students need to abide by these rules, those policies that are specific to individual CMHC courses are clearly stated in the course syllabus and must be followed. If after reviewing both this student handbook and the individual course syllabus students have any question, they are advised to ask the Department Chair for clarification.

Professional and Academic Conduct
It is essential that all individuals associated with the JU SAHS behave with integrity and in accord with the professional codes of ethics. Failure to guard confidentiality and/or to accurately report and record information may result in disciplinary action. Any violation of academic honesty should be reported immediately to the faculty.

Any information, idea, concept, statistic, or other data used to complete an assignment in the SAHS must be properly cited (see Written Assignment section). Failure to use proper citation is plagiarism. Plagiarism is academic dishonesty and grounds for dismissal from the University and SAHS. Written assignments cannot be presented for a grade in more than one course.

For individual assignments, each student is required to submit a complete paper that is unique to that student and not a compilation of material created by two or more students working together. Unless specified by instructor, it is permissible for students to discuss with one another the requirements of an assignment and to explore possible ways in which to complete the assignment. When a student uses an idea or concept created by another student, it must be cited just as any other idea or concept is cited. For group projects, collaboration among class members is vital to the successful completion of the assignment. Sources used to fulfill requirements must be included in the bibliography or reference section of the assignment.

If there are any questions regarding professional and/or academic honesty, students must seek clarification from faculty in a timely manner. Faculty will provide guidelines to students that are precise and unambiguous. Students are to always conduct themselves in a professional manner. Any student who is judged to be discourteous, rude, or profane to faculty or fellow students will be reported immediately to the Department Chair regarding continuation in the program. The faculty will notify the student that the offense will be reported, and the student will be given an opportunity to respond in writing. The Department Chair will notify the student of the findings and faculty decision.

Students are responsible for reading and adhering to the Jacksonville University Academic Integrity Misconduct Policy. This policy can be found here: https://www.ju.edu/academicintegrity/academic-integrity-misconduct-policy.php

Honor Code

Truth has been identified by the profession as a value essential to CMHC. To underscore the importance of truth, honesty, and accountability, students, faculty, and staff in the JU SAHS adhere to the following honor code: "I do not lie, cheat, steal, or condone those who do". Egregious academic misconduct will result in dismissal from the School of Applied Health Sciences.

Disciplinary Policy Release

Each student accepted into the CMHC program agrees to:

- Represent the University in a manner that upholds the integrity and standards of the University and the School of Applied Health Sciences;
- Notify the Department Chair and/or a designated representative of any misconduct on the part of the student;
- Permit the Dean of Students to notify the Department Chair and/or a designated representative in case the student violates the SAHS honor code or the conduct code stated in the JU Student Handbook; and
- Understand the Department Chair reserves the right to discipline the student beyond actions taken by the University Disciplinary Committees.

Examinations

During an examination there will be no talking in the classroom, and all notebooks, textbooks, and papers will be closed and put away unless it is an open book examination. A student may leave the testing room as soon as he/she has completed the examination and turned in testing materials to the

person monitoring the examination. Faculty involved in testing has the prerogative of implementing additional security measures.

Students are expected to take exams on the day and time scheduled. If a student must take an examination at a time other than the one established in the course syllabus, permission must be obtained from the professor prior to the date on which the exam is set. If a student cannot take a scheduled examination because of illness or other valid reason, the appropriate instructor must be contacted prior to the examination. For unexpected or unforeseen events, when prior notice is impossible, the student must contact the professor and explain the reason for missing the examination within the 24 hours following the scheduled exam time. If the reason for missing an examination is considered valid by instructor, the student will be scheduled to take a makeup exam within five days of the original examination date or at a time convenient to the faculty.

If the instructor does not consider the reason given for missing the examination valid, the student will not be permitted to take a makeup examination. If the student fails to notify the professor prior to the examination when it is possible to do so, no makeup examination will be given. If a student fails to notify the lead instructor within the twenty-four-hour period when an unforeseen event occurs, no makeup examination will be given. A student will be given a zero for a test that is missed and not made up.

Written Assignments

Each student is expected to submit written assignments on the date specified in the class syllabus. Permission to turn in written assignments later than the scheduled time must be obtained from the faculty prior to the due date. The faculty has the right to refuse any written assignment submitted past the due date where the student has not obtained prior permission to turn in the assignment late. Late assignments will receive an automatic reduction in points.

All written assignments must be submitted to the instructor as a Microsoft Word compatible or PDF document via the Blackboard assignment folder. Assignments are expected to be completed and submitted via Blackboard on the specified dates. All references and documentation used for a written assignment must follow the American Psychological Association (APA) bibliographic style. Failure to use proper citation is plagiarism, which is academic dishonesty and grounds for disciplinary action. Any information, idea, concept, statistic, or other data used to complete an assignment in the SAHS must be properly cited (see Written Assignment section). Failure to use proper citation is plagiarism. Plagiarism is academic dishonesty and grounds for dismissal from the University and SAHS.

Correct grammar, punctuation, word usage, and spelling are required in all written assignments. Credit will be deducted for errors in these areas.

Written assignments are not to be submitted for a grade in more than one course. All final examinations must be completed by the last day of the course. Students are unable to access course functions after midnight of the last day of the course.

If there are any questions regarding written assignments in the SAHS, students must seek clarification from the course faculty in a timely fashion. Faculty is required, also in a timely manner, to provide clarification that is precise and unambiguous.

All students are encouraged to maintain a copy of every paper submitted for a grade.

American Psychological Association (APA) Documentation Graduate Program

- All formal papers written as a part of the JU SAHS curriculum will be developed according to *Publication Manual of the American Psychological Association* (7th Ed.) for manuscript preparation.
- All students will be required to complete the APA tutorial found at https://apastyle.apa.org/instructional-aids/tutorials-webinars
- The following amendments to the APA 7th Edition format are required by JU SAHS:
    - The date of an assignment is to be included on Title page for all papers. This will assist students in organization of work throughout the program.
    - An abstract is required for research proposals, capstone projects, literature reviews and any papers over 10 pages.
    - A table of contents is required for research proposals, capstone projects, literature reviews and any papers over 10 pages.
    - Individual faculty may choose to amend APA guidelines for specific assignments.
    - Faculty will communicate those changes to students via course syllabi or classroom instruction

Use of Student Created Materials

Written permission must be obtained before faculty, administrators, or students may use student materials. Each student will be asked to sign the "Consent to Use Student Papers Form" at the beginning of the academic year and has the right to refuse to do so. The form can be found in the School of Applied Health Sciences office. Signed forms will be filed in individual student advising files. If a student exercises the right to refuse to sign the form, faculty can request permission to use materials on an individual, project-by-project basis.

BRCHS Student Grievance and Academic Appeal Policy

The purpose of this policy is to provide a process for impartial review of student issues or concerns that have not been resolved through normal informal channels. Within this policy, a grievance is defined as a complaint involving unfair, arbitrary or unwarranted treatment that has not been resolved through other channels. The following list of issues or concerns have specific University Policies that supersede this grievance process:

Student Grade: https://www.ju.edu/greenpages/university-policies.php
Violations of the code of Conduct: https://www.ju.edu/greenpages/code-of-conduct.php
Sexual Harassment: https://www.ju.edu/campussecurity/campussafety/sexual-harassment-policy.php

1. Discuss the matter directly with the faculty or staff member involved.
2. If there is not a satisfactory resolution, appeal to the appropriate department Chair/Director.
3. If there is not a satisfactory resolution, appeal to the Associate Dean of the School, if applicable.
4. If there is not a satisfactory resolution, appeal to the Dean of the BRCHS.
5. If there is not satisfactory resolution, the College Dean will convene the appeals and grievance committee, and a hearing will be scheduled to take place within 30 business days (excluding university holidays, breaks, and unscheduled closures) from the time the committee is established.
    - The committee will have 5 days following the hearing to report the decision to the Provost for Academic Affairs.
    - The BRCHS appeals and grievance committee consists of a faculty member from each School in the BRCHS.
    - In addition to this standing committee the Dean of Students or designee and three students appointed by the Dean of the BRCHS will serve on the committee.

- If a faculty member on the grievance committee is involved in the current grievance or sits within the department where the grievance is concerned, the BRCHS dean will appoint a replacement or determine if the existing committee membership has adequate representation.
- The committee will report the final decision to the Provost for Academic Affairs.
- Grievance must be filed within 30 days of the incident.

6. The unresolved grievance must be submitted to the BRCHS Dean in writing.
7. At any point in the process, including during a hearing, the parties involved may achieve a resolution and stop the grievance process. The written grievance must contain specific details. When appropriate, dates, times, witnesses and facts related to the complaint must be included. The written grievance must clearly state and document the evidence of unfair, arbitrary or unwarranted treatment.
8. All relevant documents must be provided to the committee. The appointed designee will serve as chair. A BRCHS faculty member will serve as recorder and keep minutes of the proceeding.
9. The time and date of the hearing shall be provided to each individual in writing at least 10 days prior to the meeting.
10. The Grievance Hearing Procedure is outlined below:

- Members of the committee must hold all proceeding information as confidential.
- Members of the committee will have 3 business days to review all documentation.
- The Grievance Hearing Procedure
- The following will be the procedure of the formal hearing:
- The hearing shall be closed to the public.
- Potential witnesses, other than the grievant and the other individual party, will be excluded from the hearing during all testimony but his/her own.
- The grievant, the University representative, and the other individual party may be present throughout the hearing. The grievant, the University representative, and the other individual party may present written and verbal evidence concerning the complaint, may respond to evidence presented by the opposing party and may question any witnesses presented by the opposing party.
- The grievant and the University may be assisted by a person of his/her/its choice. This person may act as an advisor, but shall not be allowed to question witnesses or make statements to the Committee. This person may not be an attorney.
- Formal rules of evidence do not apply to this process. The Grievance Committee maintains sole authority to determine admissibility and relevance of evidence and witnesses to be presented.
- The grievant will first present evidence and witnesses, with the University provided the opportunity to question the grievant and any witnesses presented, and to present a response at the conclusion.
- At the conclusion of the grievant's presentation, the University may request that the Grievance Committee grant a summary decision on the grounds that the grievant has failed to offer evidence sufficient to support the complaint. If the request is granted, the complaint will be dismissed without further presentation by the University.
- If a summary decision is not requested or is denied, the University will present evidence and witnesses, with the grievant provided the opportunity to question the University's witnesses presented, and to present a response at the conclusion.
- Following presentation by both parties, closing statements will be presented, beginning with the grievant. Closing statements shall be made for the purpose of summarizing evidence presented and for recommending an appropriate determination to the committee. No new evidence is to be presented during closing statements.
- Minor deviations from these procedures will not render a decision invalid unless it can be shown that the deviation caused substantial prejudice to one of the parties.

- Except in cases involving the revocation of tenure for cause, the grievant has the burden of persuasion and it shall be satisfied by a preponderance of the evidence, considering the record as a whole. For the revocation of tenure for cause, there must be a showing of clear and convincing evidence in the record considered as a whole.

11. A majority consensus of the committee towards a resolution will be provided to the initiating party, other involved parties and the Dean. The decision of the committee is final.
12. For a student to appeal the decision made by the Committee, the process is as follows:
    - Discuss the matter directly with the Provost/Chief Academic Officer.
    - The Provost/Chief Academic Officer will review the case and determine any additional action that should occur based on this review and the recommendation of the appeals committee.

ENVIRONMENTAL POLICIES

Building Access

Because of the number of people that use the Academic Health Sciences Building, it is necessary to create some basic rules that enable everyone to happily share the available space. Students can access the building by electronic access via the JU identification card. For security reasons, each student entering the building and/or labs must swipe their card for entrance, even when coming in with a group of classmates.

Computer and Clinical Labs

Care should be given to equipment and software available in the computer and clinical labs. No food or drink is permitted in the labs at any time. As this room can also be used for classes, scheduling shared space for individual/group study or testing should be done through faculty instructors. Use of the clinical lab is scheduled through the Clinical Director. Students are responsible for returning all materials to the proper place when finished using the computer or clinical labs.

Gifts and Donations

In accordance with the ACA Code of Ethics, Counselors and Counselor Educators should understand the challenges associated with accepting and receiving gifts. As such, the CMHC faculty policy is not to accept gifts from students. While we appreciate the cultural and personal aspect of gift giving, letters of thanks allow all students to show gratitude regardless of financial status. Faculty do not expect or solicit additional thanks or tokens of appreciation from students.

Additionally, donations by students to the program faculty, other students, or the program collectively should be made through the Office of Advancement. Faculty, students, nor the program can accept monetary gifts or donations. Students are also discouraged from providing donated items or meals to the program or other students while enrolled as a student.

Equipment Use and Check Out

Students may check out equipment or audiovisual material with permission of the faculty. If a student needs access to equipment and/or audiovisual material, the student must discuss such need with the Clinical Director. Students will check out all equipment through the Clinical Director or other School of Applied Health Sciences faculty. Failure to properly check out or return equipment or materials signed out may be considered stealing and the student will be referred to the Department Chair and the Dean of Students for disciplinary action.

All equipment in the SAHS should be used according to manufacturer instruction. Each student is expected to show care and concern for any piece of equipment or any materials used by the student.

A student shall be required to replace or repair equipment or materials that have been lost or damaged because of improper handling or use.

Children

Faculty and staff recognize that on rare occasions, young children may need to accompany the student to the CMHC building. On such occasions, the child must remain in the direct physical care of the student and must be removed immediately if disruptive or other students object to the child's presence. At no time should the child/children be left unattended, in the care of a babysitter, or brought to a formal classroom environment unless discussed and given consent by the faculty prior to class.

Student Lounge

The student lounge is for relaxing, eating, and networking. Students using the facility are responsible for cleaning up after themselves. Dishes/cups should be washed and stacked to dry. Food placed in the refrigerator should be labeled with the student's name and date. Food should not be left in the refrigerator to spoil. Any spoiled food will be discarded, container and all.

Email

Communication between the student and faculty is imperative. A student's Jacksonville.edu email is the official means of communication between the University and the student. Therefore, all students should use and regularly monitor their JU email address as well as the CMHC Blackboard site. Students have the option to forward their email to another email account if they desire.

CLINICAL MENTAL HEALTH COUNSELING CLINICAL SUPERVISORS AND CLINICAL AGENCIES

A variety of agency settings will be accessed throughout the program. Course faculty may assign supervisors and agencies, or a student may request course faculty approval of a specific supervisor.

Requirements for Supervisors and Agencies

- Supervisor agreements are signed in Tevera at the beginning of the clinical experience
- The Clinical Director of the Graduate CMHC program must approve all supervisors. The supervisor qualifications will be reviewed by the clinical director and course faculty and upon approval placed on file Tevera.
- Clinical agency contracts will be maintained as indicated by the Clinical Director.

Requirements of Students Prior to Clinical Mental Health Counseling Experience

The information below is also located in the Site Supervisor and Student Practicum and Internship Handbooks and is specific to the counseling field experiences that may differ from other programs.

Liability Insurance

Students are required to be covered by individual professional counseling liability insurance policies while enrolled in practicum and internships. Students will be required to submit proof of individual professional counseling liability insurance prior to beginning clinical training in the community at a minimum level of $1,000,000/$3,000,000. Students may purchase the liability policies through various insurance companies including, but not limited to, CPH & Associates (www.cphins.com) or HPSO (www.hpso.com). In addition, the Brooks Rehabilitation College of Healthcare Sciences provides umbrella coverage for all students involved in clinical training, with a professional liability insurance of a minimum of $1,000,000 personal/$3,000,000 professional limits.

Criminal Background Check

Students must apply for and pass a criminal background check before starting clinical work in the community. In some cases, this may require an additional rescreening at year two in the program, which is at the discretion of the Clinical Director and/or Department Chair. You cannot begin practicum or internship client contact until you have cleared the University required background check and the semester in which you are enrolled in Practicum has officially started. Please note that some sites will require an additional background check and/or drug screening. If you intend to do your clinical experience at this site, you must abide by their additional requirements and are responsible for those costs.

Immunization Requirement

Please be aware that some sites, mostly hospitals, require their practicum students and interns to be immunized for select diseases before beginning work at their site. Again, you must follow any additional requirements of the clinical site.

SCHOOL OF APPLIED HEALTH SCIENCES REQUIREMENTS

All students must have the following items updated and on file in the prior to any clinical experience:

- Level II background check with
- Urine drugs of abuse screen

Clinical Policy

The course instructor and/or site supervisor has complete authority to remove any student whose behavior is unsafe or unsatisfactory from the clinical site. The incident will be reviewed by the Department Chair, CMHC Program faculty, the Clinical Director, site supervisor, and the student prior to the student returning to the clinical area.

Clinical Dress Code

Professional clinical attire is always required for clinical sites. Clinical faculty and supervisors have the final approval of all clinical attire.

Graduate Handbook

Students are responsible for knowing and complying with all policies and information contained in the SAHS Graduate Handbook.

STUDENT OPPORTUNITIES

Personal Counseling for Students

While individual counseling for each student is not required, students are strongly encouraged to participate in their own personal therapy. This is important not only to help you understand the counseling experience from a client's perspective but also to help you participate in self-care as you go through this Program. The JU Student Counseling Center, located in the Academic Health Sciences Building, provides a variety of supportive services at no additional cost to students. Graduate Students have access to counseling services through The Virtual Care Group. This external service provides free access to telemental health counseling services. Jacksonville University invests in this service to better meet the support, mental health, and scheduling needs of our graduate student population. More information on Student Counseling Center services can be found here: https://www.ju.edu/counseling/.

Professional Organizations

Students are encouraged to join local, state and national professional associations. Students are also highly encouraged to be active participants in their professional associations. This level of participation includes

submission of papers and poster; participation on student specific committees and any other student let experience. The benefits of membership are networking with professional counselors and developing increased knowledge in the field from workshops, meetings, and relevant journal articles. Organizations of interest include:

- American Counseling Association-www.counseling.org
- American Mental Health Counselors Association-www.amhca.org
- Florida Counseling Association-www.flacounseling.org
- Florida Mental Health Counseling Association http://www.fmhca.org
- American Association for Marriage and Family Therapy http://www.aamft.org
- Florida Chapter of the American Association for Marriage and Family Therapy http://www.FAMFT.org

Chi Sigma Iota

Chi Sigma Iota is the International Honor Society of professional counseling. Its mission is to promote scholarships, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. Invitation to apply to the JU chapter of Chi Sigma Iota is based upon the following criteria:

1. Completion of one semester of full-time grade course work.
2. Earned grade point average of 3.5 or higher.
3. Recommendation of the membership by the Chi Sigma Iota chapter.

Library Facilities

Jacksonville University's Carl S. Swisher Library is equipped to meet the unique needs of Clinical Mental Health Counseling faculty and students across sites. Librarians assist all academic resource areas including the health sciences. The library has worked with the CMHC program faculty to secure resources to support CMHC students including Psychotherapy.net, Academic Search Complete, Mental Measurements Yearbook with Tests in Print, PubMed, CINAHL, and PsycARTICLES Databases. The library works collaboratively with the CMHC faculty to continue to assess needs and secure additional resources including Mindscape Commons and counseling related journals.

Virtual library tutorials, "book a librarian" virtual meetings, and off campus access of nearly all electronic resources are available through the MyJU portal. Through Blackboard (Bb), the course management system, and the Carl S. Swisher Library's homepage students can access links that assist them with library research. Students also have access to tutorials on various library tools, such as how to search the catalog, use article databases, and write citations. Students can borrow books that the library owns and can request books through interlibrary loan. A sample listing of the mental health counseling print journals and electronic databases is available on the library's website and through a library resource site specific to CMHC students (https://library.ju.edu/mentalhealthcounseling).

All students, regardless of site, will have access to the same digital and library resources. If students at the Palm Coast site are not able to travel to the Arlington campus to check out printed resources, the university librarian will mail the resource to the student's address on record or to the Palm Coast site.

Campus Security

JU's Campus Security Department is a member of the International Association of Campus Law Enforcement Administrators (IACLEA) and the Florida Assoc. of Campus Safety & Security Administrators (FACSSA). The mission of Campus Security is to provide a safe and secure campus that encourages an atmosphere that allows the campus community to achieve educational, professional, and institutional goals.The Campus Security Department provides security on campus during all operating hours. Personnel assigned to the department conduct routine inspections of fire extinguishers, emergency phones, and AEDs. They respond to reported accidents and incidents on campus property. They handle the opening and closing of the campus and manage access control requests. Parking management and enforcement is also administered by campus security personnel. They work cooperatively with the Jacksonville Sheriff's Office on the campus to prevent and resolve criminal activity.

For more information about campus security, visit www.ju.edu/campussecurity or call 904-256-7585.

FACULTY

Faculty Name	Title	Primary Location	Contact
LaTonya Summers, Ph.D., LMHC, NCC	Associate Professor & Program Chair	Arlington	lsummer@ju.edu
Ne'Shaun Borden, Ph.D., LMHC	Assistant Professor & Program Director	Arlington	nborden@ju.edu
Michelle D. Ellis, Ph.D., LPC, LMHC, NCC	Assistant Professor & Clinical Director (Arlington)	Arlington	mmitche40@ju.edu
Seneka Gainer, Ph.D., LPC-S, LMFT-S, NCC	Assistant Professor & Clinical Director (Palm Coast)	Palm Coast	sarring@ju.edu
Whitney George, Ph.D., LMHC	Professor of Clinical Mental Health Counseling & Associate Dean of Applied Health Sciences	Arlington	wgeorge@ju.edu
Kelley Holladay, Ph.D., LPC	Assistant Professor	Palm Coast	khollad@ju.edu
Natalie Arce Indelicato, Ph.D., LMHC	Professor	Arlington	nindeli@ju.edu
W. Bradley McKibben, Ph.D., NCC	Associate Professor	Palm Coast	wmckibb@ju.edu
Page Thanasiu, LMHC, RPT, RPT-S	Associate Professor & Play Therapy Graduate Certificate Program Coordinator	Palm Coast	pthanas@ju.edu
Larry Wagoner, Ph.D., LMFT	Adjunct Professor, Co-Founder JU CMHC Program	Arlington	lwagone@ju.edu

I understand that the successful completion of the Clinical Mental Health Counseling Program is dependent upon a healthy balance of personal and professional characteristics and skills required for effective interventions in counseling settings. These personal and professional characteristics/dispositions include attitudes and behaviors as well as academic performance.

I acknowledge that the program faculty members have an ethical responsibility to monitor my progress and to inform me when my skills, knowledge, attitudes, behaviors, or dispositions are below standards expected for graduate students in Clinical Mental Health Counseling.

I have reviewed the contents of this Handbook and agree to abide by the guidelines and policies incorporated into the Clinical Mental Health Counseling Program Handbook under which I was admitted. I also agree to maintain ethical behavior per professional standards outlined in the American Counseling Association (ACA) Code of Ethics.

If faculty members deem my performance in any area to be deficient, I may be directed to: personal counseling, writing or speech courses, withdraw from specific courses, desist temporarily from continuing course work, perform voluntary or paid work in a school or agency, repeat courses, or withdraw from the program permanently.

As a student, I have the right to appeal any of the decisions made by the faculty. I agree to follow faculty directives and to notify them if I intend to appeal. I understand that a copy of this signed document will be given to my faculty advisor and placed in my clinical file.

I have received the current School of Applied Health Sciences Clinical Mental Health Counseling Graduate Student Handbook and I understand I am responsible for reading, understanding, and abiding by, all of the policies contained within the handbook.

_____	_____	_____
Student's signature	Printed student's name	Date