

Idaho State

UNIVERSITY

MASTER OF COUNSELING (M.COUN.) GRADUATE PROGRAM HANDBOOK

Procedures, Program Policies,
and
Clinical Experiences

2009-2010

KASISKA COLLEGE OF HEALTH PROFESSIONS
DEPARTMENT OF COUNSELING
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208.282.3156 or 800.477.4781

For those individuals searching for counseling programs, we are providing you the Department of Counseling's policies and procedures handbook. Please review this handbook carefully as you compare various programs for your continued education

**DEPARTMENT OF COUNSELING
IDAHO STATE UNIVERSITY
POCATELLO, IDAHO 83209**

STUDENT RESPONSIBILITY FORM

I understand that I am responsible for the information presented in the Master of Counseling Graduate Program Handbook <http://www.isu.edu/hpcouns1> (Program Handbooks).

I will review these materials carefully; and if I have questions concerning these materials, I will ask for clarification in COUN 621 (Professional Orientation and Ethics), from a faculty member in COUN 697L (Practicum in Counseling Lab), or COUN 699L (Internship in Counseling Lab), or from my advisor.

I have downloaded a copy of the Master of Counseling Graduate Program Handbook and understand that I am responsible for the information presented therein.

Signature

Date

Printed Name

(Signed form will be filed in student record.)

Distribution:

Original: Department Student Record

**MASTER OF COUNSELING
GRADUATE PROGRAM HANDBOOK, 2009-2010**

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DEPARTMENT OF COUNSELING

**IDAHO STATE UNIVERSITY
POCATELLO, IDAHO 83209**

MASTER OF COUNSELING (M.COUN.) GRADUATE PROGRAM HANDBOOK 2009-2010

PART I: PROGRAM POLICIES AND PROCEDURES

MISSION STATEMENT

The principle mission of the Department of Counseling is to prepare quality counselors for various settings in Idaho and the nation. More specifically, we seek to prepare quality School Counselors for public schools in K-12 settings, Marital, Couple, and Family Counselors and Mental Health Counselors for community agencies and other mental health settings, and Student Affairs Counselors for working in college settings such as advising, residence halls, and career centers.

In addition, we prepare doctoral level counselor educators and supervisors to work primarily in institutions of higher learning as faculty members.

We believe it is also our mission to:

- instill a strong sense of professional identity in students,
- help students gain an appreciation of the rich knowledge base in counselor education,
- develop student expertise in the skills of counseling,
- aid students to become certified and/or licensed,
- aid students/graduates in their initial job placement,
- teach and perform research applicable to the practice of counseling, and
- aid students in understanding the diversity of views and cultures within our profession and the environment in which counselors practice.

The Department of Counseling also has a mission within the Kasiska College of Health Professions (KCHP) which is to represent the mental health perspective within the KCHP and to consult with KCHP faculty and departments encouraging a holistic perspective for health care services.

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DEPARTMENT OF COUNSELING - 208.282.3156 OR 800.477.4781

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DEPARTMENT OF COUNSELING PHILOSOPHY

The general philosophy of the Department of Counseling at Idaho State University is based upon the following beliefs:

That individuals have a self-actualizing tendency, characterized by positive growth, change, and self-responsibility.

That the counseling relationship is one that is best conducted through such commitment, and congruency and in a setting of equality, cooperation, and mutual respect.

That the client has the capacity, to accept and to take responsibility for his/her behavior and his/her environment.

That all individuals should be treated with respect, dignity, and worth.

That as a result of the counseling process, clients can better understand their perceptions, attitudes, and behaviors so that they can help themselves in the future by selecting appropriate alternatives.

That the professionally trained counselor should develop an integrated counseling style, characterized by the recognition of the need to work with a client in a variety of areas including cognitive processes, feelings, and behavioral processes.

That counselors and clients should understand the process for the development of the social/cultural environment in which they live.

That the counseling process is an effective means for helping clients to learn how to interact constructively with themselves, others, and their environments.

DEPARTMENT OF COUNSELING GOALS AND OBJECTIVES

The general objective of the Master of Counseling (M.Coun.) degree is to prepare students to be professional counselors. The Department of Counseling faculty believes that the development of a strong professional identity, a rich knowledge base, and expertise in the skills of counseling are essential to functioning as a professional in each counseling setting.

The Master of Counseling degree is designed to be the strong foundation upon which graduates enter a lifetime career in the helping professions. This program prepares counselors to respond to the multitude of societal changes and to the ever-expanding counseling profession. In addition to knowledge and experience in the following eight common-core areas, graduates have specialized knowledge and skills as identified in the objectives of the Marital, Couple, and Family Counseling, Mental Health Counseling, School Counseling, and Student Affairs Counseling majors. Re: <http://www.counseling.org/cacrep/>

The Department of Counseling has curricular and professional objectives for each Master of Counseling student. Each of these objectives has specific outcome measures:

Curricular Objectives:

1. Students will have knowledge of human growth and development in order to understand the nature and needs of individuals across the lifespan.
2. Students will have knowledge of social and cultural foundations to be effective in a multicultural and diverse society.
3. Students will be knowledgeable and skillful in counseling and consultation processes.
4. Students will be knowledgeable about group development, dynamics, counseling theory, group counseling methods, and group work approaches.
5. Students will be knowledgeable and understand career development and related factors.
6. Students will understand and be knowledgeable about individual and group approaches to assessment and evaluation.
7. Students will be knowledgeable about various research methods and basic statistics.
8. Students will be knowledgeable about the profession of counseling including history, organizational structures, ethics, standards and credentialing.

Student Professional Objectives:

In addition to the above curricular objectives, the Department of Counseling has program specific objectives. These include:

9. School Counseling students will obtain certification as school counselors.
10. Students in all majors (Marital, Couple, and Family Counseling, Mental Health Counseling, School Counseling, and Student Affairs Counseling) will obtain the appropriate state licensure.

COUNSELOR SELF AWARENESS

The Department of Counseling at Idaho State University strongly believes in the role and value of the personhood of the counselor as a necessary component of the counseling process. Counseling requires that the use of self as an instrument be fully integrated into the counseling process and relationship. As such, the personal qualities, characteristics, experiences, and reactions of counselors are as critical to becoming a counselor as the knowledge and skills related to functioning as a counselor.

The emphasis on personal development is a vital and fundamental aspect of the counseling program. The faculty is committed to creating an atmosphere of safety. However, it is important to recognize that an atmosphere of safety is not synonymous with an atmosphere of comfort. Across your program, you will be asked to take necessary emotional risks and actively engage in personal growth and self-reflection. This is considered essential for two reasons. First, the personhood of the counselor is as important to your professional development as the knowledge and skill dimensions of the counseling field. Second, counseling is based on the process of self-growth and exploration on the part of the client and engaging in our own self-awareness and personal development is essential to encouraging such a process in others.

For example, within the counseling program, you will have opportunities such as:

- Exploring your own family of origin issues through such assignments as completing a family genogram.
- Identifying biases and assumptions through such assignments as completing a cultural narrative.
- Receiving feedback on how others experience and perceive you through such requirements as prepracticum and small group activity.
- Receiving feedback in individual/triadic and/or group supervision.



As the faculty endorse the value of the counselor's personhood in the counseling process, feedback will be related to you as a counselor. Active involvement in self-awareness and personal growth is an integral and necessary component of the counseling program. Students must be open to receiving clinical feedback that includes the realm of their personhood and to engaging in self-exploration to successfully complete the program.

CACREP COMMON-CORE PROGRAM OBJECTIVES

Human Growth and Development - An understanding of the nature and needs of individuals at all developmental levels.

The student will gain an understanding of human behavior through studying theories of learning, personality development, individual and family development, and methods for facilitating human development.

Social and Cultural Foundations - An understanding of issues and trends in a Multicultural and diverse society.

The student will gain an understanding of the factors which contribute to the development of culture and personality. Through the study of family patterns, history of oppression, economic factors, and related influences, the student will learn to understand the basis for culture and avoid the practice of stereotyping groups within society.

Helping Relationships - An understanding of counseling and consultation processes.

The student will gain an understanding of the nature of counseling and consultation relationships by studying the related theories, skills, and practices of professional counselors. The student will also gain an understanding of the personal characteristics of both counselors and clients as they relate to their unique differences in orientation and background.

Group Work - An understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.

The student will gain an understanding of group work by studying theories and skills of group work and characteristics of group leadership styles. The student will also gain an understanding of task, psychoeducational, counseling, and psychotherapy groups.

Career and Lifestyle Development - An understanding of career development and related life factors.

The student will gain an understanding of career and lifestyle development by studying career development theories and the various sources of information used to describe the impact of socioeconomic factors on careers and career choice. The student will also study various assessment procedures and career guidance systems as they relate to the role of career counseling.

Assessment - An understanding of individual and group approaches to assessment and evaluation.

The student will gain an understanding of the appraisal process by studying the nature of assessment, appraisal methodology, and specific instruments used by counselors. The student will also learn the strategies for selecting, administering, and interpreting assessment instruments and the impact that age, gender, culture, and disability may have on the results of these instruments.

Research and Program Evaluation - An understanding of types of research methods, basic statistics, and ethical and legal considerations in research.

The student will gain an understanding of basic parametric and nonparametric statistics including the use of computers in statistical analysis.

The student will gain an understanding of qualitative and quantitative research designs, needs assessment and program evaluation, and ethical and legal considerations of research.

Professional Orientation - An understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

The student will gain an understanding of counseling by studying its history, its relationship to other professions, and its current status as a profession. The student will gain a specific understanding of the American Counseling Association, its divisions, its affiliated credentialing and accreditation bodies, and its code of ethics.

**MASTER OF COUNSELING
MARITAL, COUPLE, AND FAMILY COUNSELING MAJOR
PROGRAM OBJECTIVES**

The master's degree major in Marital, Couple, and Family Counseling is designed to prepare individuals to specialize in providing Marital, Couple, and Family Counseling in a variety of settings. Some of the settings where students will serve practica and internships are: mental health centers, rehabilitation counseling offices, juvenile homes and youth ranches, and alcohol and substance abuse centers. In addition to the CACREP common-core objectives, Marital, Couple, and Family Counseling majors will:

1. Possess knowledge of the history of marital, couple, and family counseling including philosophical and etiological premises that define the practice of marital, couple, and family counseling.
2. Understand the structure and operations of professional organizations, preparation standards, and credentialing bodies pertaining to the practice of marital, couple, and family counseling (e.g., IAMFC). Re: <http://www.idahocounselor.org/idamfc>
3. Know the ethical and legal considerations specifically related to the practice of marital, couple, and family counseling (e.g., *ACA* and *IAMFC Code of Ethics*). Re: <http://www.counseling.org>
4. Understand the implications of professional issues unique to marital, couple, and family counseling including, but not limited to, recognition, reimbursement, and right to practice.
5. Understand the roles of marital, couple, and family counselors in a variety of practice settings and in relations to other helping professionals.
6. Understand the implications of social, cultural, spiritual, diversity, and equity issues relevant to marital, couple, and family counseling.
7. Understand the marital, couple, and family life cycle dynamics, structures, and development in a multicultural society, family of origin and intergenerational influences, cultural heritage, socioeconomic status and belief systems.
8. Know the human sexuality issues and their impact on family and couple functioning, and strategies for their resolution.
9. Understand the societal trends and related treatment issues such as working with families in transition, non-traditional families, and blended families.
10. Know a variety of family system theories and other relevant theories and their application in working with couples, families, individuals, and other systems (e.g., legal, legislative, and community systems, etc.).
11. Possess interviewing, assessment, and case management skills for working with individuals, couples, families, and other systems, as well as skill in the appropriate implementation of systemic intervention.
12. Understand preventive approaches for working with individuals, couples, families, and other systems (e.g., pre-marital counseling, parenting skills training programs, and relationship enhancement) and the skills necessary for program development and implementation.
13. Understand the specific problems that impede family functioning, including issues related to socioeconomic disadvantage, addictive behaviors, person abuse, and interventions for their resolution.
14. Understand research and technological applications in marital, couple, and family counseling.

**MASTER OF COUNSELING
MENTAL HEALTH COUNSELING MAJOR
PROGRAM OBJECTIVES**

The general objective of the Master of Counseling (M.Coun.) - Mental Health Counseling major is to prepare professional mental health counselors who meet the highest standards for delivering counseling in a wide variety of community and agency settings. In addition to the CACREP common-core objectives, mental health counseling majors will:

1. Possess knowledge of the development of the mental health counseling movement.
2. Understand the general roles, duties, and expectations of the mental health counselor.
3. Know the specialized legal and ethical responsibilities and functions of the mental health counselor.
4. Possess an understanding of cultural diversity as it relates to mental health counseling.
5. Possess an understanding of the relationship of mental health counseling to other health and human services.
6. Be familiar with the factors related to the management of mental health services.
7. Be familiar with the treatment procedures of mental and emotional disorders.
8. Know specific models for assessing psychopathological behavior and be familiar with the DSM diagnostic categories.
9. Be knowledgeable about the effects and side effects of the commonly used psychotropic drugs.
10. Be familiar with case management procedures and the steps for developing a treatment plan.
11. Be familiar with procedures for referral and possess consultation skills for use with other mental health professionals.
12. Understand factors related to client advocacy and patients' rights.
13. Be familiar with several approaches to individual, group, marital, couple, and family counseling

MASTER OF COUNSELING SCHOOL COUNSELING MAJOR PROGRAM OBJECTIVES

The general objective of the Master of Counseling (M.Coun.) School Counseling major is to prepare professional counselors who meet the highest standards for delivering counseling services in elementary and secondary schools. In addition to the CACREP common-core objectives, the School Counseling major will:

1. Possess knowledge of the historical background of school counseling programs.
2. Understand the philosophy and functioning of school counseling programs.
3. Possess the ability to design and implement a program evaluation.
4. Know the roles, duties, and responsibilities of a school counselor.
5. Possess the knowledge to make referrals inside and outside the school system.
6. Possess the knowledge to function on a child study team.
7. Be knowledgeable of the diversity within the school environment and be able to recognize the needs of children from special populations.
8. Be able to function as a consultant to other school personnel.
9. Be familiar with the legislation and policies relevant to school counseling.
10. Understand the process of coordinating the guidance curriculum within the structure of the total school curriculum.
11. Know how to function as a school counseling advocate and as an advocate for the students.
12. Know how to present guidance-related programs to school personnel and parents.
13. Understand and be able to implement the *Idaho Comprehensive Guidance and Counseling Program Model*.
14. Possess knowledge of standardized tests commonly utilized by school personnel.
15. Possess knowledge of career exploration and decision-making.
16. Be able to work with families on a therapeutic and educational level.
17. Possess skills to provide group guidance and group counseling in the schools.
18. Understand the legal and ethical issues of the school counseling profession.



MASTER OF COUNSELING STUDENT AFFAIRS COUNSELING PROGRAM OBJECTIVES

The general objective of the Master of Counseling (M.Coun.) Student Affairs Counseling major is to prepare professional student affairs practitioners and college counselors to deliver services in a wide variety of college and university settings. In addition to the CACREP common-core objectives, the Student Affairs Counseling major will:

1. Be aware of significant events and relationships in the development of higher education and student affairs.
2. Understand the role of student affairs in higher education and be aware of the Student Personnel Point of View.
3. Develop a personal position and rationale for student affairs practice and be able to justify the student services field to other university personnel and the public.
4. Know the major professional associations in Student Affairs Counseling and their role in the development of the profession.
5. Possess an understanding of the current issues and problems in higher education and student affairs.
6. Be familiar with the major student affairs services and should develop a rationale for each of these services.
7. Be familiar with the current literature and research in student affairs practice.
8. Understand legal and ethical practice in higher education and student affairs.
9. Be able to conceptualize, administer, and evaluate a student affairs program.
10. Be familiar with several student development theories.
11. Be familiar with the characteristics of college students and the diversity of the college population and higher education environments.
12. Be familiar with procedures for assessing the needs of college students and the atmosphere of the college environment.
13. Develop skills in working with the special problems of specific college populations.
14. Possess specialized knowledge of problems and issues impacting on college students.

CONTINUOUS REVIEW PROCEDURES FOR THE MASTER OF COUNSELING GRADUATE PROGRAM

Classified Status

Throughout the student's matriculation in the Counseling program, a continuous process of advisement and assessment occurs. As a result of this process, both students and faculty members are provided with many opportunities to assess the student's compatibility with our program and the student's progress toward completing a graduate degree. Students **must** meet with their assigned faculty advisor a minimum of three times during the first semester of graduate study.

The Department of Counseling faculty hope that the result of this review process will produce a better match between the goals of the student and the objectives of the Master of Counseling program. The continuous review process occurs in several formats. Success in course work, clinical practice, case presentations, comprehensive exams, and oral exams are several examples of the stages in the student's progress toward completing a degree in the Department of Counseling.

Retention and Dismissal Policy

Department of Counseling faculty is confident that each student admitted has the potential to be successful in graduate study. To assure success, the student's major advisor plays an important role in giving feedback to the student.

A faculty member may consult with other Department of Counseling faculty as to the apparent impediments to progress of an individual student. If others have made similar observations, the major advisor or other faculty will initiate a meeting with the student to discuss the perceived difficulty. Remedies and expected behavior changes will be discussed and outlined in verbal and/or written form.

If after feedback, a student's impediments to any progress are not remedied, the faculty may recommend dismissal from the program. Dismissal of a master's student will be subject to the following:

1. Dismissal criteria established by the Graduate School (see Withdrawal or Dismissal in the Idaho State University *Graduate Catalog*, <http://www.isu.edu/graduate>)
2. Dismissal from the program occurs if any one of the following conditions exists. Students earn:
 - a. **three final course grades lower than 2.7,**
 - b. **OR six credits below 2.7,**
 - c. **OR below a 3.0 gpa,**



3. All degree-seeking students in the Department of Counseling will be evaluated near the end of their first semester by the Department of Counseling graduate faculty members. Based on this evaluation, students who are not making satisfactory progress toward the completion of a degree may be removed from graduate study, provided with an alternate option for graduate study, or placed on departmental probationary status.

This evaluation will include progress on all course work, anticipated gpa, non-academic conditions (outlined in 4 and 5 below) and any other concerns. Students will be notified of any of these actions by written and/or oral communication with the major advisor or the Department Chairperson.

4. Academic dishonesty includes, but is not limited to, cheating and plagiarism. Academic dishonesty at the graduate level is considered a serious offense and may result in dismissal from a graduate program. For the complete statement on academic dishonesty, please refer to the current *ISU Graduate Catalog* <http://www.isu.edu/graduate> More information on academic dishonesty is available in the *ISU Student Handbook*, <http://www.isu.edu/studenta/handbook> (Student Conduct).
5. An ethical violation is viewed by the faculty of the Department of Counseling as a serious offense and may result in dismissal from the program. The Department uses the latest edition of the *ACA Code of Ethics*. It is the student's responsibility to be knowledgeable and act in accordance with these standards.
<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Several examples of recent issues which may result in disciplinary action dealt with confidential client information accessible to anyone using Department of Counseling computers and printer in the computer lab. Student(s) prepared case studies for lab presentation, saved information on the hard drive (or left a floppy disc in the CPU), and failed to erase information when they were finished. An instance of copies of a case study left in the printer was also reported. Additionally, it has also been reported that confidential information has been left in progress on the computer and accessible to those using the lab.

Another recent issue dealt with a student consulting with a friend and counselor in another agency not related to the student's internship field setting. The second counselor discussed the student's case with her supervisor who happened to know, and was friends with, the client. Consultation should occur between the student's field and university supervisors. A consultation relationship is a formal ethically binding relationship and requires specific understandings between all parties involved.

The Department of Counseling takes seriously any ethical violations. If a student has violated an *ACA Code of Ethics*, there will be a meeting of the advisor and the student. This meeting will be to discuss the violation with the student. After this meeting, the

faculty advisor, the department chair, and one additional faculty member appointed by the department chair will meet to discuss the case and any penalties to be assessed. If this group deems the ethical violation to be serious enough to warrant dismissal from the program, then the entire counseling faculty will meet to discuss the dismissal. The student will be present to discuss the events. The faculty will then meet in a closed meeting to determine the penalty. If the student is dismissed, the normal university procedure for challenging dismissals will be in effect. (See <http://www.isu.edu/graduate> Appeals of Grade or Dismissal.)

6. *Admission into the Department of Counseling does not guarantee graduation. Success in academic course work is only one component of becoming a successful counseling student. The following nonacademic conditions may result in dismissal if they are observed to impair the student's ability to work with others in class, practicum, or internship settings: (1) personal concerns or psychopathology, (2) interpersonal relationship issues, (3) personal attitudes or value systems that conflict with effective counseling relationships, (4) and unethical behavior.*

Advisors

Each first year full-time student is assigned a faculty advisor. It is the student's responsibility to meet a **minimum** of three times with the advisor during the first semester of graduate study. You will be asked to choose a major advisor during your second semester.

Progression in Clinical Track Classes

Students that obtain a **final gpa lower than a 3.0** in any clinical track class OR withdraw from any clinical track class (i.e., COUN 697, COUN 669, COUN 699) CANNOT continue taking Department of Counseling classes during the following semesters without petitioning and obtaining the approval of the Department of Counseling graduate faculty.

Graduate Committee Members

In order to be admitted as a candidate for a graduate degree, the student must receive a majority of the votes of the Department of Counseling faculty members. A faculty advisor and a committee member will be assigned to students following successful completion (3.0 or better) of COUN 697, Practicum in Counseling. Some consideration will be given to preferences solicited from the students prior to assignment of the faculty advisor and committee member.

Appeal Process

The Department of Counseling follows the Appeal Process detailed in the ISU *Graduate Catalog* <http://www.isu.edu/graduate>. Students who wish to appeal dismissal from a graduate program, the receipt of a specific grade, or any other faculty or department action should follow the Graduate School process.

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Program of Study Forms

A student who has been admitted to the Master of Counseling program may submit a Final Program of Study form following completion of COUN 621, COUN 627, COUN 628, COUN 696, COUN 697, and after committee assignment (see Appendix A). The Final Program of Study must include all course work required to complete the selected M.Coun. degree major. A work copy (with instructions for completion) of the final program of study will be provided by the department upon the student's request. The student must complete this form in consultation with their major advisor. Prior to the semester of the proposed graduation, the Final Program of Study must receive the approval of a majority of the Department of Counseling graduate faculty and the Graduate School.

SUPPLEMENTARY PROGRAM REQUIREMENTS

Completion of the M.Coun. degree requires a minimum of two years of graduate study. In addition to the catalog requirements, the student must complete the following as part of his/her program:

1. Establish a personal development plan which must be approved by the student's major advisor by mid-term of the semester after committee selection.
2. Establish a professional development program which must be approved by the student's major advisor by mid-term of the semester after committee selection.
3. Complete Program Requirements Verification Form (see Appendix B) before oral examination.
4. Pass a comprehensive written examination covering the eight CACREP core areas (refer to page 15).
5. Prepare a set of credentials including cover letter, resume', and letters of recommendation for job search.
6. Prepare a counseling videotape to be approved by the major professor for presentation at the oral examination.
7. Complete a case study that details the counseling approach based on the student's theoretical model that is acceptable to the student's graduate committee members.
8. Pass an oral examination consisting of the aforementioned recorded presentation of a counseling session and case study. The oral examination will be conducted by the student's graduate committee members and a Graduate Faculty Representative.



COMPREHENSIVE EXAMINATION

All master's degree students in the Department of Counseling are required to pass a comprehensive examination. The Department uses the *Counselor Preparation Comprehensive Examination* (CPCE).

The CPCE is a multiple-choice exam that covers the eight CACREP common-core areas as defined by their *Standards for Preparation*:

1. **Human Growth and Development** - studies that provide an understanding of the nature and understanding of the nature and needs of individuals at all developmental levels.
2. **Social and Cultural Foundations** - studies that provide an understanding of issues and trends in a multicultural and diverse society.
3. **Helping Relationships** - studies that provide an understanding of counseling and consultation processes.
4. **Group Work** - studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
5. **Career and Lifestyle Development** - studies that provide an understanding of career development and related life factors.
6. **Assessment** - studies that provide an understanding of individual and group approaches to assessment and evaluation.
7. **Research and Program Evaluation** - studies that provide an understanding of types of research methods, basic statistics, and ethical and legal.
8. **Professional Orientation and Ethics** - studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

A failing score on the CPCE results in the student having to take an alternate exam provided by the faculty. This exam, in essay format, will occur no sooner than 30 days after the Department receives the exam scores.

FINAL PRESENTATION PROCESS

The Process

1. In 669 (Family Practicum: Family and Couple Counseling) or COUN 699 (Internship in Counseling (first 6 credits), students will complete an initial draft of their personal theoretical approach to counseling. The guidelines that describe the requirements for the successful completion of this project are presented in the following section. Students will also be encouraged to consult with their major advisor regarding the development of this project.
2. In COUN 699L (Internship in Counseling Lab), during the final semester of course work, students will continue to work on articulating their personal theoretical approach. Concurrent with COUN 699L (Internship in Counseling Lab), students will discuss their theoretical approach with their major advisor. The major advisor will sign off on the "Program Requirements Verification Form" (see Appendix B) when this requirement is satisfactorily completed. Students will be given a "Case Presentation Form" (see Appendix C) to be used during COUN 699L, Internship in Counseling Lab. They also will be instructed to make a recording of counseling session(s) with the same client described in their Case Presentation Form prior to the oral examination.
3. Students will be required to apply their personal theoretical approach to counseling statement to the case study described above. The completed case study and recording will be evaluated by the student's Department of Counseling graduate committee members.

Guidelines

1. Case Presentation Handout: Case presentation handouts must be typed and not more than one page in length. You must have copies of this handout for each of your supervision group members and for your department/faculty/lab supervisor. Also, furnish copies of this handout for each of the graduate committee members to review.
2. Recording: Again, be sure that the release of information has been secured. Segments of the tape should clearly demonstrate the dynamics (personality features, presenting and core issues, behaviors in the counseling relationship, etc.) of the client being presented. Tapes of intake sessions are not acceptable. The tape should be an excellent example of counseling from the theoretical perspective chosen by the student.

The Case Presentation/Theoretical Approach

In the final semester of study, students will bring a completed Case Presentation Form (see Appendix C) and a recording of a counseling session(s) for a client they are currently counseling to COUN 699L, Internship in Counseling Lab.

The case study, recording and the student's personal theoretical approach to counseling will be presented in COUN 699L, Internship in Counseling Lab, to the other students and prior to the oral examination.

The presentation will include the personal view of counseling as related to:

1. The nature of persons.
2. Model of mental health.
3. Model of emotional disturbance.
4. The counseling process (The steps counselors take to move a client from a state of “emotional disturbance” to “mental health.”)
5. The role of the counselor.
6. Reference list.
7. Demonstration of the student’s theoretical approach utilizing a recording of an actual counseling session(s) of a current client.

PROFESSIONAL/PERSONAL DEVELOPMENT PLANS

Professional Development Plan

The purpose of the professional development plan is to demonstrate a student's professional plans and commitment above and beyond the standard work in the graduate program. The plan might identify a combination of the following:

1. Membership in specific professional societies
2. Activities in these professional societies
 - a. Offices held
 - b. Conferences attended or presentations made
3. Workshops attended or offered
4. Certificates or licenses sought

5. Endorsements sought
6. Journals to be read regularly
7. Journal articles submitted/published

The plan should be written and presented to the Department of Counseling major advisor. The plan should demonstrate the commitment a student has to be a professional counselor.

Personal Development Plan

The purpose of the personal development plan is to provide an opportunity for a student's personal growth while in the program. This is a private contract between the student and their major advisor. The plan might be for physical, emotional, or social development. This should be seen as a plan to begin making changes or develop some new qualities that will facilitate growth both personally and professionally.

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

The Department of Counseling believes that joining and actively participating in key professional associations is an important part of the development of a professional identity. Therefore, the Department of Counseling faculty members **strongly** recommend that all graduate students in Counseling join the American Counseling Association (ACA) <http://www.counseling.org> and at least one division appropriate for the major course of study or area(s) of interest. We also strongly recommend that students affiliate with the Idaho Counseling Association (ICA) <http://www.idahocounselor.org> and its divisions. We believe that the leadership provided by these associations and the publications they distribute will enhance the professional identity of each student.

Department of Counseling faculty also strongly encourage that students attend the annual ICA conference and other appropriate workshops sponsored by the divisions of ICA.

TECHNOLOGICAL COMPETENCIES

The Department of Counseling requires all students to develop adequate technological competencies. Students are expected to have competency with word processing, statistical programs, data base and web searches.



ISU STUDENT HANDBOOK

All students in the Department of Counseling are responsible for reading and adhering to the policies and procedures outlined in the Idaho State University *Student Handbook*
<http://www.isu.edu/studenta/handbook>

INTERNSHIP LIABILITY DISCLAIMER

The Department of Counseling is not responsible for any injury incurred as part of internship/practicum assignment either on or off-campus.

AUDIT POLICY

It is the policy of the Department to prohibit students from auditing any graduate level classes offered by the Department of Counseling.

ENDORSEMENT POLICY

Endorsement for a professional position, license, or certificate requires the completion of a specific educational experience designed to prepare individuals for that professional role. For endorsement in the areas of Marital, Couple, and Family Counseling, Mental Health Counseling, School Counseling, or Student Affairs Counseling, the individual must have met the requirements for completion of a major in that field.

Individuals who graduate with one major (from our program or any other program) and subsequently wish to be endorsed in a field ordinarily assigned to a different major, must demonstrate that they have satisfied the course and experiential requirements for the new major before they can be endorsed by the Department of Counseling faculty.

This policy applies to oral or written recommendations for:

1. Certification as a school counselor,
2. Certification by the National Board for Certified Counselors,
3. Licensure as a counselor by any state licensing board, and
4. Employment in counseling or counseling related positions.

Idaho State
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DEPARTMENT OF COUNSELING - 208.282.3156 OR 800.477.4781

MASTER OF COUNSELING (M.COUN.) GRADUATE PROGRAM HANDBOOK, 2009-2010

IDAHO COUNSELOR LICENSING REQUIREMENTS

Those students who are in the process of completing the Master of Counseling degree are strongly encouraged to become a Licensed Professional Counselor (LPC) with the final goal to become a Licensed Clinical Professional Counselor (LCPC). The State of Idaho has specific requirements that must be met in order to qualify for licensure. These requirements may be above and beyond the degree requirements. For the most current information, please write to:

Idaho Bureau of Occupational Licenses
 Owyhee Plaza, 1109 Main Street, Suite 220, Boise, ID 83702
 (208) 334-3233
<http://www.ibol.idaho.gov>

See Appendix K, Licensure Procedures Checklist, written by former student Alisa Bishop.

NATIONAL BOARD FOR CERTIFIED COUNSELORS REQUIREMENTS

Students are also strongly encouraged to become a National Certified Counselor (NCC). The National Board for Certified Counselors has specific requirements that must be met in order to qualify for national certification. For information on national certification requirements, contact:

National Board for Certified Counselors
 3 Terrace Way, Suite D, Greensboro, NC 27403-3660
 (336) 547-0607
<http://www.nbcc.org/>

The NCE is given at Idaho State University (Pocatello) yearly in April (application deadline late December—before holiday break) and October (application deadline early June). Applications are generally distributed to ISU Pocatello students in courses taken by 2nd year students. The application fee is due with the application.

Application for the NCE and any other licensing exam is the responsibility of the student, not the department. If you need further information, see your advisor.

See Appendix K, Licensure Procedures Checklist, written by former student Alisa Bishop.



SUPERVISED EXPERIENCE IN COUNSELING ACCEPTABLE TO THE IDAHO COUNSELOR LICENSING BOARD

The Idaho Counselor Licensing Board requires a minimum of one thousand (1000) hours of supervised experience working in a counseling setting. **Supervision must be provided by a Licensed Professional Counselor (LPC) or a Licensed Clinical Professional Counselor (LCPC).** Supervised experiences may include practica, internships, and other supervised counseling experiences provided as part of a graduate program; and may include appropriate counseling job experiences.

***Counseling practicum** supervision shall be provided at a ratio of one (1) hour of face-to-face supervision for every ten (10) hours in the setting. The supervision must be provided by a licensed counselor in the setting or by a licensed counselor employed by the university.

***Internship or job** supervision shall be provided at a ratio of one (1) hour of face-to-face supervision for every twenty (20) hours in the setting. The supervision must be provided by a licensed counselor in the setting or by a licensed counselor employed by the university.

***NOTE:** According to the Idaho Counselor Licensing Board, face-to-face supervision is individual/triadic supervision not staffing or group supervision.

VERIFICATION OF SUPERVISED COUNSELING EXPERIENCES

Students are required to complete the Supervised Counseling Experience Verification Form (see Appendix F) and provide a copy for their departmental file after each field experience. *(Failure to provide this completed Supervised Counseling Experience Verification Form at the end of each field experience will lead to an Incomplete grade being posted for the course.)* This form will corroborate letters of endorsement from the Department of Counseling to licensing bureaus, accreditation boards, or certification agencies.

Students are required to verify the hours of experiences with documentation (i.e., logs, case notes).

The following is a partial list of classes that provide supervised experiences:

1. Group and Individual/Triadic Counseling Practica
2. Advanced Group and Individual Counseling Techniques Classes
3. Counseling Internships

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MASTER OF COUNSELING (M.COUN.) GRADUATE PROGRAM HANDBOOK, 2009-2010

4. Family Practicum: Marital, Couple and Family Counseling
5. Specific Independent Studies designed as Supervised Experiences

LIABILITY (MALPRACTICE) INSURANCE

The Department of Counseling has approved the following motion which applies to all Department of Counseling students:

All Department of Counseling students who are enrolled in or participating in programs or experiences in which human participants are used for practice must present evidence of liability (malpractice) insurance coverage in force or show cause for exemption before the activity commences. The malpractice coverage must be comparable to that offered to students by the American Counseling Association (ACA) or Idaho State University.

Information about liability insurance through one of the professional organizations will be presented in COUN 621, Professional Orientation and Ethics. A student can secure insurance through the counseling professional association, private insurance carriers, or obtain the ISU policy. Students are required to submit their signed Proof of Liability Coverage form (see Appendix G) to the Department for their departmental file during the first semester (or concurrent with COUN 696, Prepracticum Counseling Techniques, and clinical classes) of graduate study and *each Fall* Semester thereafter.

**DEPARTMENT OF COUNSELING
IDAHO STATE UNIVERSITY
POCATELLO, IDAHO 83209-8120**

**MASTER OF COUNSELING (M.COUN.)
GRADUATE PROGRAM HANDBOOK
2009-2010**

PART II: CLINICAL EXPERIENCES

INTRODUCTION

The Master of Counseling degree at Idaho State University is more than a simple collection of courses and experiences. It is an organized, orderly, purposefully planned program designed to produce competent marital, couple, family, mental health, school, and student affairs counselors.

One of the primary experiences in the program is the clinical sequence which is prepracticum/practicum/ internship. This course work has the objective of helping students develop knowledge, skills, and techniques so that they can become effective counselors.

**REQUIREMENTS FOR ADMISSION TO
PREPRACTICUM, PRACTICUM, AND INTERNSHIP**

COUN 621, Professional Orientation and Ethics

1. All students who are admitted as classified degree-seeking students in the Department of Counseling are eligible for admission to COUN 621, Professional Orientation and Ethics.
2. All students must have previously completed or concurrently be enrolled in COUN 627, Conceptualizing Counseling Theory; and COUN 696, Prepracticum Counseling Techniques, or have the permission of the instructor.

COUN 696, Prepracticum Counseling Techniques

1. All students who are admitted as classified degree-seeking students in the Department of Counseling are eligible for admission to COUN 696, Prepracticum Counseling Techniques.
2. All students must have previously completed or concurrently be enrolled in COUN 621, Professional Orientation and Ethics; and COUN 627, Conceptualizing Counseling Theory, or have the permission of the instructor.



Background Check and Drug Testing

Many field settings now require background checks and random drug testing. A background check is mandatory for practicum or internship placement in School District #25 (Pocatello) and is most likely required in all school districts. To be best prepared for beginning practicum/internship on time, the department encourages you to get a background check during your first semester. The background check takes approximately 6-8 weeks to complete. Contact Idaho State University Public Safety at 208 282-2515 for additional information.

COUN 697, Practicum in Counseling

1. All classified degree-seeking students who have obtained a gpa of 3.0 or better in COUN 696 and COUN 621 and a gpa of 3.0 or better in all Counseling courses will be admitted to COUN 697, Practicum in Counseling.

COUN 699, Internship in Counseling

1. All classified students who have received a gpa of 3.0 or better in COUN 697 are eligible to enroll for COUN 699. The Final Program of Study form must be completed at the beginning of this semester.

CLOCK HOUR REQUIREMENTS FOR PRACTICUM AND INTERNSHIP

The following information is a brief summary of the number of clock hours required for practicum and internship experiences. Additionally, the course syllabi, texts, and lectures are more detailed and are viewed as the standard for each course.

All Courses (COUN 697, COUN 669, COUN 699)

A combination of fifty (50) clock hours of experience in the field (including supervision time) is required for each university credit hour taken. For example, COUN 697 for three credits requires 150 hours. Of these 150 hours the following breakdown is used for a semester-long experience:



	<u>Semester Requirements</u>	<u>Weekly Requirements</u>
Individual/triadic supervision by ISU faculty/department	15.0 hours	1.0 hr/wk
Group/lab supervision (COUN 697L COUN 699L) by ISU faculty/department	22.5 hours	1.5 hrs/wk
Minimum of 40% direct contact with clients	60.0 hours	4.5 hr/wk
Other field setting time (fulfilling field supervision and other appropriate duties)	<u>52.5 hours</u>	<u>3.0 hrs/wk</u>
Total Hours	150.0 hours	10.0 hours

Students must experience **at least two different field placements** during their clinical experience which includes COUN 697 (Practicum in Counseling), COUN 669 (Family Practicum: Family and Couple Counseling) for Marital, Couple and Family Counseling majors and other interested students), and COUN 699 (Internship in Counseling).

DEVELOPMENTAL MODEL OF PREPRACTICUM, PRACTICUM, AND INTERNSHIP EXPERIENCES

The sequencing of the clinical block of course work in the Department of Counseling is a series of developmental experiences.

Students begin at a very elementary level and end the developmental sequence as an independently functioning counselor. Students are viewed as a work in progress.

Counseling skill development and independent functioning of students are divided between four levels within the clinical block of courses.

Level One - COUN 696, Prepracticum Counseling Techniques

COUN 696, Prepracticum Counseling Techniques, is the first counseling experience in the clinical block of course work.

Students begin practicing counseling skills with other students. Role play and self exploration are also part of this experience. Students are given the opportunity to feel what it is like to be a client and what it feels like to be a counselor.

Student Responsibilities:

1. Consistently demonstrate appropriate use of relationship building skills *with classmates* such as:
 - a. attending behavior (verbal and non-verbal)
 - b. empathic responding
 - c. showing respect for the client
 - d. being genuine and congruent with clients
 - e. being concrete with client concerns
 - f. reflecting client's feelings
 - g. paraphrasing client's content statements
 - h. summarizing sessions both during and at the end
 - i. encouraging clients to continue talking
 - j. being non-judgmental towards the client's behavior and concerns

2. Consistently demonstrate appropriate use of counseling working skills *with classmates* such as:
 - a. demonstrating advanced level empathy
 - b. self-disclosing appropriately to clients
 - c. using immediacy statements
 - d. recognizing client patterns of thinking and behaving
 - e. helping clients to focus on main issues
 - f. encouraging clients to look deeply within themselves and to continue counseling
 - g. using probes to further the counseling sessions
 - h. pointing out client conflicts and inconsistencies
 - i. confronting client blind spots and mixed messages

3. In cooperation with the faculty advisor, obtain an approved field setting for COUN 697, Practicum in Counseling (see Appendix E). **Students must meet with the faculty advisor to discuss the practicum field setting before initial contact is made.**

4. Ensure Affiliation Agreement between ISU's Department of Counseling and the field setting is in place (see Appendix E).

5. Obtain necessary signatures for Affiliation Agreement with Attachment A (Confidentiality Understanding). Note: Student's signature on Confidentiality Understanding must be witnessed by faculty advisor.

Faculty Responsibilities:

1. Teach and supervise the relationship building skills.
2. Teach and supervise the counseling working skills.
3. Evaluate the consistent and appropriate use of both relationship building skills and counseling working skills.

Level Two: COUN 697, Practicum in Counseling

COUN 697, Practicum in Counseling, is the first counseling experience in a field setting.

Play therapy is viewed by the faculty as an important tool for many counselors, especially elementary counselors. Play therapy, however, should not be utilized during the first field experience (COUN 697) until the student has successfully completed a play therapy course.

Student Responsibilities:

1. In cooperation with the faculty advisor and/or major professor, obtain an approved field setting for COUN 697, Practicum in Counseling. **Students must meet with the faculty advisor to discuss the practicum field setting before initial contact is made.**
2. Ensure Affiliation Agreement between ISU's Department of Counseling and the field setting is in place (see Appendix E).
3. Obtain necessary signatures for Affiliation Agreement with Attachment A (Confidentiality Understanding). Note: Student's signature on Confidentiality Understanding must be witnessed by faculty advisor.
4. Consistently demonstrate appropriate use of relationship building skills *with actual clients* (see COUN 696, Prepracticum Counseling Techniques, requirements--see Level One on previous page).
5. Consistently demonstrate appropriate use of counseling working skills *with actual clients* (see COUN 696, Prepracticum Counseling Techniques, requirements--see Level One on previous page).
6. Develop knowledge and skills to appropriately deal with issues specific to the setting (i.e., chemical dependency, eating disorders, etc.) through additional activities such as library research, workshops, and consultation with experts.
7. Consistently demonstrate appropriate use of client's theme(s) in the counseling session.
8. Conceptualize client(s) dynamics during field staffings and group supervision.
9. Develop strategies to remedy personal limitations, personalization issues and skill development.
10. Conceptualize ethical and legal responsibilities inherent in the setting.
11. Consistently attend and participate in individual/triadic and group supervision sessions.
12. Obtain lab supervisor initials on completed Practicum/Internship Weekly Log each week.

13. Submit completed Student Evaluation Forms to faculty lab instructor (see Appendix E).
14. Submit completed Supervised Counseling Experiences Verification form and Practicum/Internship Weekly Log(s) to lab supervisor at end of clinical experience.

Faculty Responsibilities:

1. Meet with student to discuss and approve potential practicum field setting.
2. Determine that Affiliation Agreement with Attachment A (Confidentiality Understanding) between ISU's Department of Counseling and the field setting is in-place. Witness student's signature on Attachment A. (See Appendix E)
3. Ensure ethical treatment of the client during individual/triadic and group supervision.
4. Provide supervision to assist the student in meeting the responsibilities for COUN 697.
5. Provide weekly individual/triadic supervision utilizing recordings of counseling sessions (1 hr/wk).
6. Provide weekly group supervision utilizing recordings of counseling sessions (1-1/2 hr/wk).
7. Maintain communication with field supervisor.
8. Facilitate students' incorporation of theory into counseling practice once #1 and #2 (Student Responsibilities above) are achieved to faculty satisfaction.

Field Supervisor Responsibilities:

1. Provide appropriate clients for student.
2. Ensure ethical treatment of the client.
3. Teach the necessary duties associated with counseling in the field placement.
4. Provide appropriate supervision to assist the student in acquiring and perfecting counseling/consulting skills appropriate to the field placement. This supervision might be accomplished by viewing counseling sessions from behind a two-way mirror or reviewing a videotape of the counseling session with the student. It is not necessary for the field supervisor to sit in on live counseling sessions.
5. Screen clients to facilitate student's experience as a practicing counselor.
6. Act as a consultant to the student to facilitate appropriate skill and behavior development.
7. Maintain communication with the faculty supervisor.
8. Complete the student evaluation form collaboratively with the student (See Appendix E).

Level Three - COUN 699, Internship (first 6 credits)

COUN 699, Internship in Counseling, is a field placement that provides the student the opportunities to develop his/her personal philosophy/theory of counseling and refine his/her counseling skills.

Student Responsibilities:

1. In cooperation with major professor, obtain an approved field setting for COUN 699, Internship in Counseling. **Students must meet with major advisor to discuss the practicum field setting before initial contact is made.**
2. Ensure Affiliation Agreement between ISU's Department of Counseling and the field setting is in place (see Appendix E).
3. Obtain necessary signatures for Affiliation Agreement with Attachment A (Confidentiality Understanding). Note: Student's signature on Confidentiality Understanding must be witnessed by faculty advisor.
4. Develop and demonstrate counseling skills and strategies appropriate to their adopted counseling theory.
5. Demonstrate knowledge of duties and responsibilities of counselors in the field placement.
6. Demonstrate counseling behaviors and skills appropriate for a counselor in the field placement.
7. Lead or co-lead 10 clock hours of actual group counseling within field setting (obtain faculty supervisor signature on Supervised Counseling Experience Verification form the semester completed).
8. Consistently attend and participate in individual (COUN 699) and group supervision (COUN 699L) sessions.
9. Meet with university supervisor one hour per week for supervision.
10. Meet with major professor at least one hour per month for supervision.
11. Obtain lab supervisor initial on completed Practicum/Internship Weekly Log each week.
12. Submit completed Student Evaluation forms to faculty lab instructor.
13. Submit completed Supervised Counseling Experiences Verification form and Practicum/Internship Weekly Log(s) to lab supervisor at end of clinical experience.

Departmental Supervisor Responsibilities:

1. Determine that student has meet with major advisor regarding proposed internship field setting.
2. Determine that the Affiliation Agreement with signed Attachment A (Confidentiality Understanding) is in place. (See Appendix E).
3. Provide supervision that assists the student in meeting the responsibilities for COUN 699.
4. Provide weekly individual/triadic supervision utilizing recordings of actual counseling sessions (1 hr/wk).
5. Provide weekly group supervision utilizing recordings of actual counseling sessions (1-1/2 hr/wk).
6. Protect and help the clients during supervision.
7. Maintain communication with field supervisor.
8. Provide weekly progress reports to student's major advisor and/or lab supervisor.

Field Supervisor Responsibilities:

1. Provide appropriate clients for student.
2. Ensure ethical treatment of the client.
3. Expand the duties and responsibilities of the student to meet the requirements of the field placement.
4. Provide opportunities for consultation, community services, and other professional experiences to facilitate the student's knowledge of the responsibilities of a counselor in the field placement.
5. Provide appropriate supervision to assist the student in acquiring and perfecting counseling/consulting skills appropriate to the field placement. This supervision might be accomplished by viewing counseling sessions from behind a two-way mirror or reviewing a videotape of the counseling session with the student. It is not necessary for the field supervisor to sit in on live counseling sessions.
6. Maintain communication with the faculty supervisor.
7. Complete the student evaluation form collaboratively with the student (See Appendix E).

669, Family Practicum: Family and Couple Counseling, is a field placement that provides the student the opportunities to develop his/her personal philosophy of counseling and refine his/her counseling skills with couples and families.

Student Responsibilities:

1. In cooperation with the major advisor, obtain an approved field setting for COUN 669, Family Practicum: Family and Couple Counseling (see Appendix E). **Students must meet with the faculty advisor to discuss the family practicum field setting before initial contact is made.**
2. Ensure Affiliation Agreement between ISU's Department of Counseling and the field setting is in place (see Appendix E).
3. Obtain necessary signatures for Affiliation Agreement with Attachment A (Confidentiality Understanding). Note: Student's signature on Confidentiality Understanding must be witnessed by faculty advisor.
4. Develop and demonstrate counseling skills and strategies appropriate to their adopted theoretical model.
5. Demonstrate knowledge of duties and responsibilities of counselors in the field placement.
6. Demonstrate counseling behaviors and skills appropriate for a counselor in the field placement.
7. Consistently attend and participate in individual/triadic (COUN 669 or COUN 699) and group (COUN 699L) supervision sessions.
8. Meet with major professor at least one hour per month for supervision.
9. Provide Marital, Couple, and Family Counseling through the Department of Counseling's Family Education and Counseling Center one night a week (determined by instructor).

10. Participate in live supervision of the services provided by the Department of Counseling's Family Education and Counseling Center with a team of peers.
11. Obtain initials of lab faculty instructor on completed Practicum/Internship Weekly Log each week during lab.
12. Submit completed Student Evaluation forms to lab supervisor (see Appendix E).
13. Submit completed Supervised Counseling Experiences Verification form and Practicum/Internship Weekly Logs to faculty supervisor at end of clinical experience.
14. Provide a minimum of **30** clinical hours with couples and families.

Departmental Supervisor Responsibilities:

1. Determine that student has met with major advisor to discuss and receive approval of proposed family practicum field setting.
2. Determine that the Affiliation Agreement with Attachment A (Confidentiality Understanding) is in place. Witness student's signature on Attachment A. (See Appendix E)
3. Provide supervision that assists the student in meeting the responsibilities for 669.
4. Provide weekly individual/triadic supervision utilizing recordings of actual counseling sessions (1 hr/wk).
5. Provide weekly group supervision utilizing recordings of actual counseling sessions (1-1/2 hr/wk).
6. Protect and help the clients during supervision.
7. Maintain communication with field supervisor.
8. Provide weekly progress reports to student's major advisor and/or lab supervisor.
9. Ensure Affiliation Agreement between ISU's Department of Counseling and the field setting is in place (see Appendix E).

Field Supervisor Responsibilities:

1. Provide appropriate clients for student.
2. Ensure ethical treatment of the client.
3. Provide at least 50% of the total client contact with couple/family clients.
4. Expand the duties and responsibilities of the student to meet the requirements of the field placement.
5. Provide opportunities for consultation, community services, and other professional experiences to facilitate the student's knowledge of the responsibilities of a counselor in the field placement.
6. Provide appropriate supervision to assist the student in acquiring and perfecting counseling/consulting skills appropriate to the field placement. This supervision might be accomplished by viewing counseling sessions from behind a two-way mirror or reviewing a videotape of the counseling session with the student. It is not necessary for the field supervisor to sit in on live counseling sessions.
7. Maintain communication with the faculty supervisor
8. Complete the student evaluation form collaboratively with the student (See Appendix E).

Level Four - COUN 699, Internship in Counseling (7+ credits)

COUN 699, Internship in Counseling, is a field placement that provides the student with opportunities to develop his/her counseling skills and knowledge to become an independently functioning counselor.

Student Responsibilities:

1. In cooperation with the major advisor, obtain an approved field setting for COUN 699, Internship in Counseling. **Students must meet with the faculty advisor to discuss the internship field setting before initial contact is made.**
2. Ensure Affiliation Agreement between ISU's Department of Counseling and the field setting is in place. (See Appendix E)
3. Obtain necessary signatures for Affiliation Agreement with Attachment A (Confidentiality Understanding). Note: Student's signature on Confidentiality Understanding must be witnessed by faculty advisor.
4. Consistently demonstrate counseling skills and strategies appropriate to their theoretical model.
5. Consistently demonstrate the knowledge, duties, and responsibilities of counselors in the field placement.
6. Consistently demonstrate counseling behavior and skills appropriate for a counselor in the field placement.
7. Consistently attend and participate in individual/triadic (COUN 699) and group (COUN 699L) supervision sessions.
8. Meet with major advisor at least one hour per month for supervision.
9. Obtain initials of faculty lab instructor on completed Practicum/Internship Weekly Log each week during lab.
10. Submit completed Student Evaluation form to faculty lab instructor (see Appendix E).
11. Submit completed Supervised Counseling Experiences Verification form and Practicum/Internship Weekly Log(s) to lab supervisor at end of clinical experience.
12. For Marital, Couple, and Family Counseling majors, ensure 120 hours (or 50% of client load) of clinical contact be with couples and families.

Departmental Supervisor Responsibilities:

1. Meet with student to discuss and approve potential internship field setting.
2. Determine that Affiliation Agreement with Attachment A (Confidentiality Understanding) between ISU's Department of Counseling and the field setting is in-place. Witness student's signature on Attachment A. (See Appendix E)
3. Provide weekly group supervision utilizing a recording of actual counseling sessions (1-1/2 hr/wk).
4. Provide supervision to assist students in meeting their responsibilities for COUN 699.
5. Maintain communication with the field supervisor.
6. Provide regular progress reports to student's major advisor and the lab supervisor.

Field Supervisor Responsibilities:

1. Provide clients/groups for the student.
2. Provide weekly individual supervision (1 hr/wk).
3. Provide a collegial atmosphere that allows assimilation of the student into the role of the counselor in the field placement.
4. Maintain communication with the faculty supervisor.
5. Complete the student evaluation form collaboratively with the student (See Appendix E).
6. For Marital, Couple, and Family Counseling majors, ensure 120 hours (or 50% of client load) of clinical contact be with couples and families.

ADDITIONAL STUDENT AND SUPERVISOR RESPONSIBILITIES FOR COUNSELING PRACTICUM AND INTERNSHIP EXPERIENCES

COUN 697, Practicum

1. The student is required to clear the practicum placement through the appropriate administrative office (of the agency or school district), with the field supervisor, and with the faculty advisor (see Appendix E). **Students must meet with the faculty advisor to discuss the practicum field setting before initial contact is made.** School Board approval is mandatory for placement in School District No. 25. You and your faculty/departmental supervisor (major advisor) must notify the clinical placement coordinator (Dr. Linwood Vereen) of your intentions well in advance of placement so that he can request School Board approval. (See Practicum/Internship School District No. 25 Request Form)
2. The student is responsible for having the Affiliation Agreement with Attachment A (Confidentiality Understanding) signed and returned to the Department before the student provides counseling services.
3. The faculty/departmental/lab supervisor will expect the practicum student to have several continuing cases. This will enable the supervisor to better judge the progress being made during the semester by the practicum student. These continuing cases may be with individual clients.
4. The field supervisor will screen clients to assure that they are appropriate for a beginning student counselor.
5. The practicum student will be responsible for meeting the time commitments required by both the field supervisor and the faculty/departmental supervisor.
6. The field supervisor will provide regular appointments for interviews and conferences with student to discuss clients, assignments, facilities, evaluations, or other topics that are pertinent to student's practicum experience.
7. The student, the field supervisor, and the faculty/departmental/lab supervisor will maintain consistent communication during the student's practicum and internship experience.
8. See program planning sheet <http://www.isu.edu/hpcounsel> (Degree Programs) for specific requirements for each major.
9. The field supervisor will complete the student evaluation form collaboratively with the student (See Appendix E) at mid-term and the last supervision session.

COUN 699, Internship in Counseling

1. The student is required to clear the internship placement through the appropriate administrative office (of the agency or school district), with the field supervisor, and with the faculty advisor (see Appendix E). **Students must meet with the faculty advisor to discuss the internship field setting before initial contact is made.** School Board approval is mandatory for placement in School District No. 25. You and your faculty/departmental supervisor (major advisor) must notify the clinical placement coordinator (Dr. Linwood Vereen) of your intentions well in advance of placement so that he can request School Board approval. (See Practicum/Internship School District No. 25 Request Form)
2. The student is responsible for having the Affiliate Agreement with Attachment A (Confidentiality Understanding) signed and returned to the Department before providing counseling services.
3. Student Affairs Counseling, Mental Health Counseling, and School Counseling majors must complete a 850 hour internship. Marital, Couple, and Family Counseling majors must complete a 700 hour internship including 120 hours (or 50% of client load) of clinical contact with couples and families.
 - a. a minimum of 40% of direct service with clients in individual and group counseling,
 - b. the general duties expected of a professional in the setting,
 - c. a minimum of one hour per week of individual/triadic supervision (using videotape and/or direct observation) by the field supervisor,
 - d. a minimum of 1-1/2 hour per week of group supervision by a faculty/departmental supervisor.
4. The field and faculty/departmental/lab supervisor will expect the internship student to have several continuing cases enabling the supervisors to better judge the progress of the student during the semester. Continuing cases are relevant to student's major.
5. The field supervisor should be involved in the selection of clients for the student during their internship experience.
6. The internship student will be responsible for meeting the time commitments required by both the field supervisor and the faculty supervisor.
7. The field supervisor, during the weekly individual supervision, will discuss clients, assignments, facilities, evaluations, or other topics that are pertinent to student's internship experience.

8. The student, the field supervisor, and the faculty/departmental/lab supervisor will maintain consistent communication throughout the student's internship experience.
9. The field supervisor will complete the student evaluation form collaboratively with the student (See Appendix E) at mid-term and the final supervision session.
10. See program planning sheet <http://www.isu.edu/hpcounsel> (Degree Programs) for specific requirements for each major.

Marital, Couple, and Family Counseling

COUN 696	3 crs (Prerequisite)	
COUN 697	3 crs	= 150 hours
COUN 669	3 crs	= 150 hours*
COUN 699	14 crs	= 700 hours**
Total		1000 hours

*30 hours must be with couples and families

**120 hours must be with couples and families

Mental Health Counseling

COUN 696	3 crs (Prerequisite)	
COUN 697	3 crs	= 150 hours
COUN 699	17 crs	= 850 hours
Total		1000 hours

School Counseling

COUN 696	3 crs (Prerequisite)	
COUN 697	3 crs.	= 150 hours
COUN 699	17 crs	= 850 hours
Total		1000 hours

Student Affairs Counseling

COUN 696	3 crs (Prerequisite)	
COUN 697	3 crs	= 150 hours
COUN 699	17 crs	= 850 hours
Total		1000 hours

SPECIFIC ROLES AND RESPONSIBILITIES OF THE FIELD SUPERVISOR

1. The field supervisor should help the practicum/internship student feel at ease in the situation--show the student around, introduce the student to administrators, other counselors, and teachers or related staff.
2. The field supervisor should explain the counseling roles expected in the particular situation, so that the practicum/internship student can become acquainted with the "system."
3. The field supervisor should arrange for the practicum/internship student to observe individual counseling, group work, case staffings, and related duties before giving the student the responsibility for these activities.
4. The field supervisor should plan to monitor the activities of the practicum/internship student and to intercede wherever it is deemed necessary. The field supervisor may also wish to use the services of other counselors on the staff for the practicum/internship student's supervision.
5. The field supervisor should help the practicum/internship student become acquainted with the full range of roles and responsibilities of the counseling setting, so that the practicum/internship student will be able to take part in the full range of services offered in the setting.
6. Whenever appropriate, the practicum/internship student should observe the field supervisor in group, individual, couple or family counseling, client consultations, case conferences, and other activities.
7. The practicum/internship student should be encouraged to participate in any in-service programs.
8. The field supervisor should make available materials used in the setting so that the practicum/internship student can become familiar with the policies and procedures required of the counselors in the school/agency (i.e., HIPAA).
9. The field supervisor will provide a minimum of one hour per week of individual/triadic supervision reviewing a videotaped counseling session for practicum/internship student.
10. Providing a place for practicum/internship student to counsel usually presents some difficulty for the field supervisor. The practicum/internship student should be provided with as much privacy as possible, however.
11. The field supervisor will complete the student evaluation form collaboratively with the student (See Appendix E) at mid-term and at the last supervision session.

12. The field supervisor should maintain communication with faculty supervisor.
13. The field supervisor will sign the Affiliation Agreement as the “Facility Representative,” obtain the signature of the facility’s “Administrative Officer” if necessary, and return it to the student or Department for further approval signatures. A copy of the signed Affiliation Agreement will be sent to the field supervisor after necessary approval signatures have been obtained.

**SPECIFIC ROLES AND RESPONSIBILITIES
OF THE
FACULTY/DEPARTMENTAL SUPERVISOR**

1. The faculty/departmental supervisor (major advisor) will verify that the Affiliation Agreement with Attachment A (Confidentiality Understanding) is signed by the field supervisor and returned to the Department before counseling services are provided by the student. The faculty supervisor will sign the Confidentiality Understanding which is attached to the affiliation agreement and witness the student’s signature prior to the student beginning work at their field setting.
2. The faculty/departmental supervisor will **visit** with the field supervisor and student.
3. The faculty/departmental supervisor will provide a final evaluation of the student's performance to the field supervisor.
4. The Department of Counseling will provide opportunities for orientation and in-service training of field supervisors.
5. The faculty/departmental supervisor will provide a minimum of one hour per week of individual/triadic supervision for practicum and first 6 credits of internship.
6. The faculty/departmental supervisor will provide a minimum of one and one-half hours per week of group supervision for practicum and internship students.
7. The faculty/departmental supervisor will provide opportunities for regular evaluation of practicum and internship students.
8. The faculty/departmental supervisor will provide opportunities for individual consultation with internship students.
9. The faculty/departmental supervisor will provide summative and a final evaluation of practicum and internship students.

LIABILITY (MALPRACTICE) INSURANCE

1. Liability (malpractice) insurance for the prepracticum/practicum/internship student will be provided either by the student having Idaho State University (ISU) Liability Insurance, American Counseling Association (ACA) Liability Insurance, or liability insurance through a private carrier.
2. Liability (malpractice) insurance for the faculty supervisor will be provided by the faculty supervisor having ACA Liability Insurance, through ISU Liability Insurance, or some other professional policy.
3. Liability (malpractice) insurance for the field supervisor will be provided by the employing agency.

PRACTICUM AND INTERNSHIP FIELD SELECTION

The purpose of counseling practica and internships is to provide students with closely supervised counseling experiences that will facilitate their continued development as professional counselors. It is essential that students select field settings consistent with their professional goals and objectives and that an Affiliation Agreement with Attachment A between ISU's Department of Counseling and the field setting is in place. (See Appendix E for field setting approval form and field setting information form. **Students must meet with the faculty advisor to discuss the practicum/internship field setting before initial contact is made** with the field setting. These forms must be submitted to the Department secretary prior to seeing clients in this setting.)

The Department of Counseling has compiled a notebook that provides students with information regarding various field settings in the Southeast Idaho and the Boise areas. The listings can be obtained by asking the Department secretary. The list of possible field settings is not complete; therefore, students can, with faculty cooperation, explore other alternatives. When selecting practicum and internship field settings, students are strongly encouraged to consider the following:

- What type of supervision is offered? Is the supervision provided by a licensed counselor?
- Availability of clients the fact that field settings are listed as a possible practicum or internship site(s) does not guarantee sufficient client availability.
- Type of clientele clients should be similar to the student's career objectives and practicum or internship developmental sequence.
- The field setting should have the availability and the privacy of an office or other confidential setting.



- Number of positions available at the field setting.
- The field setting must allow videotaping of counseling sessions.
- The field setting should provide a clear description of its expectations for students placed in that setting.

Students will be evaluated by:

1. Regular attendance.
2. Maintenance of complete and accurate case records.
3. Professional behavior (including being on time, being prepared, and appropriate attire).
4. Case presentations.
5. Participation in observation, feedback, and consultation.
6. Adequately meeting their responsibilities in COUN 697, 669 (Marital, Couple, and Family Counseling majors only), and 699.

Students are encouraged to select a field setting that will stretch their capabilities and not simply allow them to "get through" the experience. Students are expected to do such things as:

1. Come to understand some of the basic principles of human growth, development, and learning and how these principles facilitate learning and counseling processes.
2. Increase their understanding of the various counseling theories, techniques, and procedures.
3. Practice basic skills essential to counseling.
4. Increase their understanding of the dynamics of individual, couple and family behavior and the larger context in which these systems are embedded.
5. Foster an internally consistent approach to counseling.
6. Establish and maintain counseling relationships within the *Code of Ethics* of the American Counseling Association.
7. Increase their ability to discern clients' problems and implement appropriate intervention strategies.
8. Increase confidence in their ability to perform the counselor role.

9. Learn how to write effective notes and reports.
10. Meet other objectives that are required by the faculty and field supervisor.

PRACTICUM/INTERNSHIP FIELD SETTING APPROVAL FORM

Each semester, the student must (in cooperation with their major advisor) obtain signatures and complete a Practicum/Internship Field Setting Approval Form (see Appendix E) and ensure that an Affiliation Agreement with Attachment A (Confidentiality Understanding) is in place between ISU's Department of Counseling and the field setting (See Appendix E). **Students must meet with the faculty advisor to discuss the practicum/internship field setting(s) before initial contact is made.** School Board approval is mandatory for placement in School District No. 25. You and your faculty/departmental supervisor (major advisor) must notify the clinical placement coordinator (Dr. Linwood Vereen) of your intentions well in advance of placement so that School Board approval can be requested. (See Practicum/Internship School District No. 25 Request Form)

PRACTICUM/INTERNSHIP FIELD SETTING INFORMATION FORM

At the beginning of each practica/internship semester, the student must complete the Practicum/Internship Information Form (see Appendix E). Submission of this form generates a letter to the field supervisor providing department information and expressing the department's gratitude for their willingness to provide placement opportunities to the department.

PRACTICUM/INTERNSHIP SCHOOL DISTRICT NO. 25 REQUEST FORM

School District No. 25 in Pocatello requires that the practicum/internship student complete the Practicum/Internship School District No. 25 Request Form (see Appendix E) in addition to the Practicum/Internship Field Setting Approval form. This form must be turned into the clinical placement coordinator in a timely manner, and it can then serve as your official notification of your intentions. School Board approval is mandatory for placement in School District No. 25. You and your faculty/departmental supervisor (major advisor) must notify the clinical placement coordinator (Dr. Linwood Vereen) of your intentions well in advance of placement so that he can request School Board approval.

Please see *Background Check and Drug Testing* for specific information on background check requirements.



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PRACTICUM/INTERNSHIP STUDENT EVALUATION FORM

The Student Evaluation form (see Appendix E) must be completed by the field supervisor in collaboration with the student. All evaluation forms are to be submitted to the faculty lab supervisor at mid-term and the last supervision session.

PRACTICUM/INTERNSHIP STUDENT EVALUATION OF FIELD SETTING SUPERVISOR

At the end of the semester and prior to final exam week, the student will complete the Practicum/Internship Evaluation of Field Setting Supervisor form (See Appendix E).

PRACTICUM/INTERNSHIP STUDENT EVALUATION OF FIELD SETTING

At the end of the semester and prior to final exam week, the student will complete a Practicum/Internship Student Evaluation of Field Setting form (See Appendix E).

LANDRO PLAY ANALYZER SYSTEM

The Landro Play Analyzer is a video recording and coding system utilized by the Department of Counseling as a training tool. All students will be introduced to the Landro system during COUN 696, Prepracticum Counseling Techniques. In addition, faculty advisors may require additional utilization of Landro for practicum and internship supervisees.

As a requirement of COUN 696, Prepracticum Counseling Techniques, students are expected to log on to the Landro website (<http://www.landro.com/doceusergd.html>) and review the following tutorials: **Logging In, Main Menu, and Play Analysis**. In addition, trainees will watch a training video *Landro Training*, that will be available on each of the computers in the Department of Counseling Computer Lab. Trainees will also receive live training and supervision as a component of COUN 696, Prepracticum Counseling Techniques. Additional requirements will be provided on individual course syllabi. Students will continue to have access to these resources across the duration of the training program.

All Landro recordings will be stored electronically in the Landro database. All efforts are made to keep these recordings confidential, and students are expected to guard usernames and passwords. In addition, trainees will not watch a recording they did not take part in without permission of all parties involved in the recording. In addition, trainees are expected to not leave computers unattended while logged on to the Landro system.

Department of Counseling faculty have administrative access to recordings in the Landro database, and utilize the Landro system to record class sessions. Faculty will not make use of these recordings outside the Department of Counseling without student permission.



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RECORDING EQUIPMENT

This section is designed as an overview of videotape recording and equipment considerations. It offers general guidelines which will serve to facilitate the practicum/internship experience by improving the quality of the recording. Presenting a quality reproduction of the counseling session to the individual/triadic and group supervisor will allow the meeting to take place. If the tape is inaudible, time spent with supervisor **will not** count as one hour of face-to-face supervision.

Equipment: The proper equipment will, in many instances, make up for less than optimal conditions. Price is *not* necessarily the most important factor to consider when purchasing recording equipment.

Microphones. Virtually all machines will come with a built-in microphone. Some machines give the option of plugging in an external mic. Before going to the expense of purchasing this extra equipment, try the machine's built-in mic as most of these systems function quite well.

Listen to determine if the mike picks up the internal noises of the recording equipment. This will interfere with your recordings.

Recording Procedures:

Following are some basic guidelines for producing quality recordings:

1. If possible, pick a quiet room, free from background noise and echo disturbance.
2. Eliminate background noise by placing the video equipment two to three feet from the recording source.
3. In many settings a wide angle lens is also necessary and is available for checkout in the Department.
4. Before buying, try the cameras to see the quality of both the picture and the sound. Older camcorders are available for checkout from the Department.

Microphones. An external microphone or lapel microphone can significantly enhance the quality of the recording. Test the equipment at your setting.

Recordings. Brand name tapes that play on regular speed tend to have better quality and longevity.

Recorded Sessions. Recorded sessions can be problematic regarding confidentiality. Be sure that client names are not written on the tape or box. Supervisors may have their own policy when it comes to keeping recordings. Generally speaking, recordings should not be kept any longer than necessary, usually until the next supervision session. Recordings can be erased by recording over the previous sessions.

Recordings that are being held for review should be clearly marked as confidential (if recorded on tape) with the student's name, address, phone number, department, and date. The client's name should be protected (e.g., by the use of initials). Regard recordings as being as confidential as the session itself.

RECORD KEEPING

All records concerning the counselor-client relationship must be treated with maximum concern for confidentiality. Records should include: interview notes, any correspondence (including notations of telephone conversations), recordings, electronic data files, test results, and all other information pertinent to the case. Each practicum/internship field setting may have its own policies and procedures regarding the handling of these records, and following such policy is usually a condition of the practicum/internship experience. The following general guidelines are provided to supplement existing directives and/or provide information for the student who is lacking direction regarding case (interview) notes.

Case Notes:

More and more emphasis is necessarily put on the form that case notes should take. The impetus for this emphasis should be a concern for providing the client the best possible service. Unfortunately, fear of litigation is playing an increasing role. This driving force has inspired the creation of models for note taking designed to alleviate this threat. Still, from a *counseling* standpoint, note taking should aid the counselor in focusing on the important issues of the previous session. This section will delineate two models which may be useful for the student: (1) D.A.P., and (2) S.O.A.P.

The D.A.P. Model for case notes. This acronym stands for description, assessment, and plan. The general model follows this form: following each session, the counselor's entry into the case notes should include a description of the session (including important issues regarding the client's presenting problem), an assessment of the situation (including thematic material regarding the client's situation), and a plan (including possible directions of future counseling), and any assignments given to the client to do between sessions. Include also a report of completed or uncompleted assignments from the previous session.

The S.O.A.P. Model for case notes. This acronym stands for subjective, objective assessment, and plan. Essentially, the same information is gathered with the S.O.A.P. Model as with the D.A.P. Model. The difference is that the description portion of the D.A.P. Model is split in two. The assessment and plan remain the same, but the description is written in a separate subjective and an objective form. An example of the objective portion might be, "the client manifests depression expressed in tearfulness and a flat affect." While the subjective portion would continue, "the divorce has had a devastating affect on the client."

CLIENT ASSESSMENT

The initial interview must necessarily start with the gathering of information pertinent to the client's background. Many field settings will have their own forms; but if not, this section delineates a model which can be utilized by counselors to gather information in an intake or initial session. It is important to note that counselor-client relationships must take precedent; this process does not necessarily have to be a sterile procedure. Rather the counselor must fit this gathering of information into his/her own interpersonal style while allowing the client to feel comfortable and at ease about telling counselors their concerns.

The Bio-Psycho-Social-Assessment Model

The gathering of information pertinent to clients and their problems falls under three general categories, that is, biological, psychological, and social, hence the Bio-Psycho-Social-Assessment Model.

Biological. Design the questions to address issues regarding the client's history of both mental and physical well-being, history of hospitalization and previous treatment, medications, familial history of genetic and/or developmental disorders.

Psychological. Design questions to address issues regarding the psychological well-being of the client specifically (i.e. previous counseling and/or treatment history, and recurring patterns of maladaptive behavior, the client's perceptions of his/her strengths and weaknesses, suicide ideation, etc).

Social. These questions should elicit information regarding the client's social conditions for past and present (i.e. family of origin, nuclear and extended familial relationships, employment, church activities and spiritual values, social stressors, financial condition, military service, hobbies, likes, dislikes, leisure activities, etc).

Additional Considerations

Field Setting Requirements. In addition to this initial information, each field setting may or may not have specific requirements. Consult with the field supervisor regarding particular requirements.

Counselor Comments. Comments regarding clients may be recorded in clients' charts; however, at the time of intake, there may not be a chart worked up for a particular client. If this is the case, counselors will want to record a summary of their impressions of clients along with this intake information (e.g., the client's appearance and affect, and the counselor's assessment of major treatment issues at the time of intake).

REFERRAL AND TERMINATION OF CLIENTS

It is the practicum/internship student's responsibility to become familiar with and follow accepted agency procedure for terminating the client/counselor relationship or the referral of clients to another counselor within the agency or to another individual or agency.

Referrals

Referral of a case is in order when the client's problem(s) and/or needs do not seem appropriate or amenable to the services provided at the practicum field setting. Referral may also be appropriate when it is evident that it is the ethical and legal responsibility of the staff and counselors to report specific information.

Referrals may be necessary for any one of several reasons. These would include situations where clients are experiencing such extreme emotionality that they cannot function enough to care for their basic needs, clients taking medications that appear to have an adverse effect on emotions or to which clients appear to have toxic reactions, or it is necessary to terminate the relationship prematurely because of a change of field setting for the counselor.

Students should be knowledgeable about resources so that a satisfactory referral can be initiated. However, students should check with their faculty/departmental supervisor or field supervisor prior to making any referral.

Referral is necessary when clients' problems and needs are not effectively met by the providing agency.

Community resources that can assist counselors in the provision of effective services or intervening on behalf of clients or others is provided by the field setting or faculty/departmental supervisors.

Termination: Either the client or the counselor may terminate the relationship, or the relationship may be terminated by mutual agreement. The latter form is most desirable; however, the other two may take place in very acceptable situations. A client may terminate, however, because the counselor has been ineffective or offended the client. If this appears to be the case, the counselor should consult with the faculty/departmental supervisor and field supervisor as to what, if any, remedial action should be taken, in addition to reviewing what may have been done inappropriately and how to avoid the same mistakes in the future.

The termination of counseling is a very important part of the counseling process and may have either a positive or negative effect on clients' continued progress. In counseling, a special relationship is built with the client and if the relationship is terminated abruptly and without careful processing, the client is likely to be left with very poor perceptions of counseling at the very least, and at worst, the client may feel devastated.

Termination is acceptable if the termination is done for the right reasons. Ideally, termination takes place because the clients have reached their goals in the counseling process. In this case the client would initiate and the counselor would agree. It may be desirable or even necessary for the counselor to terminate the counseling relationship. This is appropriate if it is no longer physically possible for the counselor to continue seeing clients because of completion of the program or the counselor will, for some other reason, be leaving the agency or area. It is also appropriate for the counselor to terminate when they determine that it is in the best interest of the client, that is, no further progress is being made, the client is becoming dependent on the counselor, or the counselor believes the client is no longer benefiting from counseling.

Care is necessary in terminating and recommend consulting with the faculty and field supervisors before terminating a client during the practicum or internship experience.

EVALUATION OF STUDENTS AND SUPERVISORS

Students will be evaluated by the faculty and/or the field supervisor on a weekly basis during individual/triadic, and group supervision. This evaluation will usually be in oral and discussion form; however, formal written evaluations are required during practicum and internship experiences.

The Student Evaluation form (see Appendix E) must be completed by the field supervisor in collaboration with the student. All evaluation forms are to be submitted to the faculty lab supervisor at mid-term and at the last supervision session.

See Appendix H for sample forms that may be used to evaluate the student's progress and determine the final grade.

Supervisors will be evaluated by students at the end of the practicum and internship experiences. The evaluations will be conducted by the department secretary during lab(s).

CODE OF ETHICS

The Department of Counseling abides by the *Code of Ethics* of the American Counseling Association <http://www.counseling.org> (Resources, Ethics) and requires all students and supervisors to abide by these standards. We are especially sensitive to the area of confidentiality. This is an area which frequently causes considerable concern. The ACA *Code of Ethics* <http://www.counseling.org> (Section B.1.c) state:

The general requirement that counselors keep information confidential does not apply when disclosure is required to prevent clear and imminent danger to the client or others or when legal requirements demand that confidential information be revealed. Counselors consult with other professionals when in doubt as to the validity of the exception.

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Therefore, the following situations, among others, may require the breaking of client confidentiality.

1. Suspicion of child-abuse or neglect.
2. Client threatens or intends to inflict harm to self or others.

Confidentiality can also be broken upon consent of client (with written release). In the case of minors, consent for release must be signed by a parent or legal guardian. Refer to *ACA Code of Ethics* at <http://www.counseling.org> (Resources, Ethics).

IDAHO REPORTING PROCEDURES

The two situations in which it is imperative to report are: (1) in the case of child abuse, and (2) if the client has expressed a serious desire to harm him/herself or others. This section addresses these two situations.

Child Abuse

What Constitutes Child Abuse?

Child abuse is defined as nonaccidental physical or emotional injury caused by the intentional acts or omissions of the child's parents or caretakers.

Physical abuse: Nonaccidental physical injury to a child.

Physical neglect: Failure on the part of the child's caretaker to provide adequate food, clothing, shelter, or supervision.

Sexual abuse: The sexual exploitation of a child for the sexual gratification of the offender or another person.

Under Code 16-1619, the state of Idaho specifically names school teachers and other school employees and professionals to report suspected cases of child abuse or neglect within 24 hours of awareness. Any person who willfully violates these provisions can be prosecuted.

School officials or other professionals reporting in good faith are immune from liability, both civil and criminal, according to Section 16-1620, Idaho Code.

Detection of child abuse is often difficult, especially in sexual abuse cases. An abuser may use threats, bribery, or other methods to coerce a child to participate in sexual activity. The abuser may tell a child that the activity is okay and that he/she is simply teaching the child about

sex. Children are taught to respect and obey their parents and relatives. If an abuser tells a child that the way to show love and affection for a parent or relative is through sex, then we can easily understand how a child could be misled. In cases such as these, especially in incest, which is far more common than most people think, the child does not report the abuse. The child may feel he or she has been a willing participant. If the abuse is discovered, the child may feel guilty about getting a friend or relative in trouble.

Everyone needs to be alert to the dangers of child abuse and be willing to get involved. Too often, child abuse is not reported because of unwillingness to get involved. Immediate reporting often leads to successful diagnosis of abuse or neglect. Such a diagnosis is the necessary first step in treatment for both the child and the family.

Most states protect those reporting child abuse in two ways: (1) immunity from liability and (b) confidentiality. Anyone making a report "in good faith" is specifically immune from any civil or criminal charges that might result. The reporter's name is usually not released to anyone other than employees of the state agency or the state attorney without written consent of the person reporting. The reporter is not required to give his or her name, although professionals are encouraged to do so to facilitate the investigation. In addition, the professional is urged to inform the family that he or she is obligated by law to make a report and to stress continuing support and concern for the entire family.

"Mild" or borderline cases of abuse are of great concern because failure to identify precludes protection of the child and support for the parents. The consequences can be dire. Abuse recurs in approximately 50 percent of these cases when intervention is not implemented. In 35 percent of these cases, a child will eventually be injured severely or even killed.

Frequently, teachers and school officials have doubts about reporting suspected abuse. The reporting procedures may not be clear or the principal may even discourage reporting by teachers. Officials of private schools and day care centers may fear loss of clients if they are known to report abuse. Certainly these are very real problems and should be addressed by both schools and the protective service network, but these concerns in no way relieve a teacher or principal or counselor of their legal and ethical responsibility to report suspected abuse.

Suspected abuse should be reported as quickly as possible. Often a successful investigation depends on the counselor's ability to document abuse/neglect indicators or injury. One should not wait until the abuse has occurred three or four times: to wait until one is "sure" may be to wait until it is too late.

Proof of abuse or neglect is not required to make a report; "reason to believe" or suspicion is all that is required. It is usually the responsibility of investigating agencies to determine whether or not the abuse is actually occurring and to take protective action on behalf of the child or disabled person. If additional incidents occur after the initial report has been made, make another report.

How to Respond to a Child Who Discloses Abuse

DO the following:

- believe the child;
- find a private place to talk;
- reassure the child that he/she has done the right thing by reporting;
- listen to the child;
- restate important thoughts--use the child's vocabulary;
- tell the child help is available;
- let the child know you must report to someone who can help;
- report the incident immediately to local Department of Health and Welfare or police;
- consult with the faculty and field supervisors.

DON'T do the following:

- promise confidentiality;
- panic or express shock;
- ask leading or suggestive questions;
- make negative comments about alleged perpetrator;
- disclose information indiscriminately.
- You are **not** an investigator, it is **not** your job to “get proof “ before you report.

To report abuse contact the Department of Health and Welfare. In Pocatello this number is 239-6200 or the after hours number is 235-5869. Or call the Pocatello Police at 234-6121, Bannock County Sheriff at 236-7111. In Chubbuck, the number is 237-7172.

When making a report be sure to include the following:

- names and addresses of child and parent(s) or guardian(s), if known;
- child's age and sibling(s) name(s) and age(s), if appropriate
- nature and extent of alleged abuse or neglect;
- identity and relationship of abuser, if known;
- reporter's name, if desired;
- other information reporter believes would be helpful in establishing cause of injury and/or neglect.

After the report is made, a member of the local Department of Health and Welfare and/or local law enforcement agency will investigate the case, notify the family a report has been filed, and check the child's condition. If the child appears to be in immediate danger, he/she is put into temporary protective custody. Follow the field setting's protocol for reporting. However, it is the reporter's responsibility to make sure that a report is filed.



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Intent to Harm Self or Others

Certain civil and criminal cases have had a profound affect on the profession of counseling. (Review the case of Tarasoff vs. The University of California Board of Regents 1976, for a more complete history.) As a result of Tarasoff and other cases, professionals, including counselors, are potentially liable for negligence in reporting the intent of a client to harm him/herself or other parties. If a case of intent to harm others, or a case of suicidal ideation should arise, immediately consult with the faculty and field supervisors.

APPENDIX A

SAMPLE

PROGRAM OF STUDY FORM

Idaho State
UNIVERSITY

DEPARTMENT OF COUNSELING - 208.282.3156 OR 800.477.4781

MASTER OF COUNSELING (M.COUN.) GRADUATE PROGRAM HANDBOOK, 2009-2010

IDAHO STATE UNIVERSITY--GRADUATE SCHOOL

PROGRAM OF STUDY Kasiska College of Health Professions Department of Counseling

FOR:	M.Coun. <input checked="" type="checkbox"/> Marital, Couple, and Family Counseling <input type="checkbox"/> Mental Health Counseling <input type="checkbox"/> School Counseling <input type="checkbox"/> Student Affairs Counseling	Ed.S. <input type="checkbox"/> Counseling Ph.D. <input type="checkbox"/> Counselor Education and Counseling
-------------	--	--

Name:
Address:

Student Number:
Date of Admission to Graduate School:
Date Final Program Submitted:

Dept./No	Title	Crs.	Dept./No.	Title	Crs.
COUN 611	Applied Statistics and Research	3	COUN 663	Parent Education	2
COUN 612	Psychological Testing for Counselors	2	COUN 664	Family Assessment	2
COUN 621	Professional Orientation and Ethics	3	COUN 665	Advanced Family Systems Theory	2
COUN 623	Lifestyle and Career Development	2	COUN 669	Family Practicum I: Family & Couple Coun	3
COUN 624	Cultural Counseling	2	COUN 676	Small Group Activity	1
COUN 627	Conceptualizing Counseling Theory	2	COUN 677	Group Counseling Techniques	3
COUN 628	Applications of Counseling Theory	2	COUN 694	Psychodiagnosis & Psychotropic Drugs	3
COUN 630	Substance Abuse Counseling	2	COUN 696	Prepracticum Counseling Techniques	3
COUN 660	Theories of Family Counseling	3	COUN 697	Practicum in Counseling	3
COUN 661	Issues in Family Counseling	3	COUN 699	Internship in Counseling	14
COUN 662	Theories of Couple Counseling	2			

Substitute:

Elective(s):

Total 500 Level:
 Total 600 Level:
TOTAL CREDITS: 64

STUDENT WORK COPY FOR FINAL PROGRAM OF STUDY.

 (Student's Signature) (Date)

 Advisor's Signature) (Date)

ASSIGNED COMMITTEE: _____

PROPOSED GRADUATION DATE: _____

FACULTY MEETING APPROVAL: _____

Idaho State
 UNIVERSITY

DEPARTMENT OF COUNSELING - 208.282.3156 OR 800.477.4781

MASTER OF COUNSELING (M.COUN.) GRADUATE PROGRAM HANDBOOK, 2009-2010

IDAHO STATE UNIVERSITY—GRADUATE SCHOOL
PROGRAM OF STUDY
Kasiska College of Health Professions
Department of Counseling

FOR:	M.Coun. _____ Marital, Couple, and Family Counseling <input checked="" type="checkbox"/> Mental Health Counseling _____ School Counseling _____ Student Affairs Counseling	Ed.S. _____ Counseling Ph.D. _____ Counselor Education and Counseling
-------------	--	--

Name:
Address:

Student Number:
Date of Admission to Graduate School:
Date Final Program Submitted:

Dept./No	Title	Crs.	Dept./No.	Title	Crs.
COUN 611	Applied Statistics and Research	3	COUN 676	Small Group Activity	1
COUN 612	Psychological Testing for Counselors	2	COUN 677	Group Counseling Techniques	3
COUN 621	Professional Orientation & Ethics	3	COUN 690	Mental Health Counseling Foundations	2
COUN 623	Lifestyle & Career Development	2	COUN 691	Issues in Mental Health Counseling	2
COUN 624	Cultural Counseling	2	COUN 692	Wellness and Prevention in Counseling	1
COUN 627	Conceptualizing Counseling Theory	2	COUN 694	Psychodiagnosis & Psychotropic Drugs	3
COUN 628	Applications of Counseling Theory	2	COUN 696	Prepracticum Counseling Techniques	3
COUN 630	Substance Abuse Counseling	2	COUN 697	Practicum in Counseling	3
COUN 660	Theories of Family Counseling	3	COUN 699	Internship in Counseling	17
COUN 662	Theories of Couple Counseling	2			

Substitute:

Elective(s):

Total 500 Level:
Total 600 Level:
TOTAL CREDITS: 60

STUDENT WORK COPY FOR FINAL PROGRAM OF STUDY.

 (Student's Signature)

 (Date)

 Advisor's Signature)

 (Date)

ASSIGNED COMMITTEE: _____

PROPOSED GRADUATION DATE: _____

FACULTY MEETING APPROVAL: _____

Idaho State
 UNIVERSITY

DEPARTMENT OF COUNSELING - 208.282.3156 OR 800.477.4781

MASTER OF COUNSELING (M.COUN.) GRADUATE PROGRAM HANDBOOK, 2009-2010

IDAHO STATE UNIVERSITY—GRADUATE SCHOOL
PROGRAM OF STUDY
Kasiska College of Health Professions
Department of Counseling

FOR:	M.Coun. _____ Marital, Couple, and Family Counseling _____ Mental Health Counseling <input checked="" type="checkbox"/> School Counseling _____ Student Affairs Counseling	Ed.S. _____ Counseling Ph.D. _____ Counselor Education and Counseling
-------------	---	--

Name:
Address:

Student Number:
Date of Admission to Graduate School:
Date Final Program Submitted:

Dept./No	Title	Crs.	Dept./No.	Title	Crs.
COUN 611	Applied Statistics and Research	3	COUN 642	Secondary School Counseling	1
COUN 612	Psychological Testing for Counselors	2	COUN 644	Special Issues in School Counseling	1
COUN 621	Professional Orientation and Ethics	3	COUN 660	Theories of Family Counseling	3
COUN 623	Lifestyle and Career Development	2	COUN 676	Small Group Activity	1
COUN 624	Cultural Counseling	2	COUN 677	Group Counseling Techniques	3
COUN 627	Conceptualizing Counseling Theory	2	COUN 694	Psychodiagnosis & Psychotropic Drugs	3
COUN 628	Applications of Counseling Theory	2	COUN 696	Prepracticum Counseling Techniques	3
COUN 630	Substance Abuse Counseling	2	COUN 697	Practicum in Counseling	3
COUN 640	School Counseling Services	3	COUN 699	Internship in Counseling	17
COUN 641	Elementary School Counseling	1			

Substitute:

Elective(s):

Total 500 Level:
 Total 600 Level:
TOTAL CREDITS: 60

STUDENT WORK COPY FOR FINAL PROGRAM OF STUDY.

ASSIGNED COMMITTEE: _____

 (Student's Signature) (Date)

PROPOSED GRADUATION DATE: _____

 Advisor's Signature) (Date)

FACULTY MEETING APPROVAL: _____

Idaho State
 UNIVERSITY

DEPARTMENT OF COUNSELING - 208.282.3156 OR 800.477.4781

MASTER OF COUNSELING (M.COUN.) GRADUATE PROGRAM HANDBOOK, 2009-2010

IDAHO STATE UNIVERSITY--GRADUATE SCHOOL
PROGRAM OF STUDY
Kasiska College of Health Professions
Department of Counseling

FOR:	M.Coun. <input type="checkbox"/> Marital, Couple, and Family Counseling <input type="checkbox"/> Mental Health Counseling <input type="checkbox"/> School Counseling <input checked="" type="checkbox"/> Student Affairs Counseling	Ed.S.	<input type="checkbox"/> Counseling Ph.D. <input type="checkbox"/> Counselor Education and Counseling
-------------	--	--------------	--

Name:
Address:

Student Number:
Date of Admission to Graduate School:
Date Final Program Submitted:

Dept./No	Title	Crs.	Dept./No.	Title	Crs.
COUN 611	Applied Statistics and Research	3	COUN 676	Small Group Activity	1
COUN 612	Psychological Testing for Counselors	2	COUN 677	Group Counseling Techniques	3
COUN 621	Professional Orientation and Ethics	3	COUN 680	Foundations of Student Affairs Practice	3
COUN 623	Lifestyle and Career Development	2	COUN 683	Administration of Student Affairs	3
COUN 624	Cultural Counseling	2	COUN 694	Psychodiagnosis & Psychotropic Drugs	3
COUN 627	Conceptualizing Counseling Theory	2	COUN 696	Prepracticum Counseling Techniques	3
COUN 628	Applications of Counseling Theory	2	COUN 697	Practicum in Counseling	3
COUN 630	Substance Abuse Counseling	2	COUN 699	Internship in Counseling	17
COUN 660	Theories of Family Counseling	3			

Substitute:

Elective(s):

Total 500 Level:
Total 600 Level:
TOTAL CREDITS: 60

STUDENT WORK COPY FOR FINAL PROGRAM OF STUDY.

ASSIGNED COMMITTEE: _____

 (Student's Signature) (Date)

PROPOSED GRADUATION DATE: _____

 Advisor's Signature) (Date)

FACULTY MEETING APPROVAL: _____

Idaho State
 UNIVERSITY

DEPARTMENT OF COUNSELING - 208.282.3156 OR 800.477.4781

MASTER OF COUNSELING (M.COUN.) GRADUATE PROGRAM HANDBOOK, 2009-2010

APPENDIX B

**PROGRAM REQUIREMENTS
VERIFICATION FORM**

Idaho State
UNIVERSITY

DEPARTMENT OF COUNSELING - 208.282.3156 OR 800.477.4781
MASTER OF COUNSELING (M.COUN.) GRADUATE PROGRAM HANDBOOK, 2009-2010

**DEPARTMENT OF COUNSELING
IDAHO STATE UNIVERSITY
POCATELLO, IDAHO 83209**

**MASTER OF COUNSELING
PROGRAM REQUIREMENTS VERIFICATION FORM**

STUDENT NAME: _____

- | | |
|---|--|
| 1. Completion of a Minimum of 10-hour
as a Group Leader or Co-Leader | _____
(Obtain signature from faculty supervisor the semester completed) Date |
| 2. Personal Development Program Completed | _____
Major Professor Signature Date |
| 3. Professional Development Program Completed | _____
Major Professor Signature Date |
| 4. Resume' Completed | _____
Major Professor Signature Date |
| 5. Case Presentation Completed | _____
Major Professor Signature Date |
| 6. Counseling Tape Approved | _____
Major Professor Signature Date |
| 7. Approved to Schedule Orals | _____
Major Professor Signature Date |
| 8. Verification of Hours | _____
Major Professor Signature Date |

(Signed form will be filed in student record)

Distribution:
Original: Department Student Record

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Idaho State
UNIVERSITY

APPENDIX C

CASE PRESENTATION FORM

Idaho State
UNIVERSITY

DEPARTMENT OF COUNSELING - 208.282.3156 OR 800.477.4781
MASTER OF COUNSELING (M.COUN.) GRADUATE PROGRAM HANDBOOK, 2009-2010

**DEPARTMENT OF COUNSELING
IDAHO STATE UNIVERSITY
POCATELLO, IDAHO 83209**

CASE PRESENTATION FORM

Format

1. Counselor's Name: _____ Session # _____

2. Setting: _____ Date: ____ / ____ / ____

3. Client's Name: _____ Gender: _____ Race: _____ Age: _____

3. Referral source and reason for referral? (Why are they coming to see you and how did they find you?)

4. Client/Family-Counselor therapeutic contract: (What have you and the client/family/couple agreed to work on?)

6. Hypothesis/Case Conceptualization: (Using your theoretical approach, how do you see the client/family/couple's presenting issues?)

7. Therapeutic interventions: (What have you tried and how has the client/family/couple responded?)

8. Therapeutic Goals:

Short-term:

Long-term:



APPENDIX D

**PERMISSION TO VIDEOTAPE
(Consent Form)**

And

RELEASE OF INFORMATION

**DEPARTMENT OF COUNSELING
IDAHO STATE UNIVERSITY
POCATELLO, IDAHO 83209**

PERMISSION TO VIDEOTAPE

Date: _____

I, _____, give my permission to _____ a practicum/internship student in the Department of Counseling, Idaho State University, to record our counseling sessions.

I understand that the counselors are graduate students in the Master of Counseling Program at Idaho State University. I understand the tapes will be reviewed by supervisors and other students, both to insure the quality of care being provided and to train master's level counselors. All recordings will be erased after supervision.

Client Signature Date

Counseling Student Signature Date

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UNIVERSITY

APPENDIX E

**PRACTICUM
AND
INTERNSHIP
FORMS**

Idaho State
UNIVERSITY

DEPARTMENT OF COUNSELING - 208.282.3156 OR 800.477.4781

MASTER OF COUNSELING (M.COUN.) GRADUATE PROGRAM HANDBOOK, 2009-2010

**DEPARTMENT OF COUNSELING
IDAHO STATE UNIVERSITY
POCATELLO, IDAHO 83209**

PRACTICUM/INTERNSHIP FIELD SETTING INFORMATION FORM

*The information you provide on this form will help to ensure that ISU has an affiliation agreement with your field setting; if not the process of an affiliation agreement will be initiated by the department. It is **your** responsibility to follow this process to ensure that an affiliation agreement is in place. In addition, a letter will be sent to your field supervisor transmitting pages from the M.Coun. Program Handbook and thanking him/her for their cooperation.*

Please include **complete** address.

Please print the following information.

Date _____

Student: _____

(Check One): ___ Fall 2009 ___ Spring 2010 ___ Summer 2010

Course No.	_____ COUN 669, Family Practicum: Family and Couple Counseling	_____ 3	crs.
	_____ COUN 697, Practicum in Counseling	_____ 3	crs.
	_____ COUN 699, Internship in Counseling	_____	crs.

Faculty Supervisor: _____

Field Supervisor: _____ Phone/e-mail _____

Field Placement: _____
(include School District No. if applicable)

Address: _____
Street Address
City/State
Zip Code

If applicable:
 Off-Site Supervisor: _____
 Address: _____
 Phone/e-mail: _____

Field Setting: Start Date: _____ End Date: _____

Day/Time:	_____	_____
	Day	Time
	_____	_____
	Day	Time

*Note to Student: Attach Signed Practicum/Internship Field Setting Approval Form
and
Signed Affiliation Agreement Attachment A, Confidentiality Understanding

FOR DEPARTMENT OF COUNSELING USE ONLY		
AFFILIATION AGREEMENT BETWEEN FIELD SETTING AND ISU: ATTACHMENT A, CONFIDENTIALITY UNDERSTANDING SIGNED:	YES _____ (Effective Date: _____) YES _____	NO _____
LETTER TO: FIELD SUPERVISOR: _____ (date)		
COPIES TO: STUDENT and FACULTY: _____ (date)		



**DEPARTMENT OF COUNSELING
IDAHO STATE UNIVERSITY
POCATELLO, IDAHO 83209**

PRACTICUM/INTERNSHIP SCHOOL DISTRICT NO. 25 REQUEST FORM

We are requesting that _____
be allowed to complete a field based experience at _____
for the Academic Year 2009 - 2010 under the supervision of _____
The field-based experience will begin on _____ and conclude
on _____.

As part of this practicum/internship, each graduate student will be involved in the following supervised activities.

1. Individual counseling concerning academic, career, and personal issues.
2. Group counseling which adds social interaction skills to the issues covered in individual counseling.
3. Classroom presentations related to guidance and counseling activities.
4. Testing and related assessment tasks.

Supervision for the above activities will be provided by the school field **supervisor** through direct supervision of some of the activities and weekly (or more frequent) conferences for the balance of the activities. The University **program supervisor** will also provide supervision of selected school counseling activities. If parents consent, recordings may be used in individual and group supervision for the evaluation and instruction of the graduate student. The tapes and the information in them will be used in a professional manner.

Practicum/Internship Student Date

School District No. 25 Representative Date

Principal Date

Distribution:

Original: Department of Counseling (for School Board approval if required)
Copy: School District No. 25 Supervisor/Principal
Student

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DEPARTMENT OF COUNSELING
IDAHO STATE UNIVERSITY
POCATELLO, IDAHO 83209

**FIELD SETTING AND FACULTY SUPERVISOR'S EVALUATION OF MASTER'S
PRACTICUM/INTERNSHIP STUDENT**

DIRECTIONS: This evaluation is to be completed by all supervisors *collaboratively with the student* at the **mid-term** and the **week prior to final exams** of each semester. When completing this form, please keep in mind the student's developmental level. The *student* is responsible for returning the signed evaluation to their group lab instructor(s). Please provide specific feedback in each comment section.

Name of Student Counselor: _____

Name of Practicum/Internship Field Placement: _____

Field Supervisor Name: _____

Dates Covered by this Evaluation: _____

Semester: (Check One) ___ Fall 2009 ___ Spring 2010 ___ Summer 2010

(Circle One)

MID-TERM EVALUATION OR FINAL EVALUATION

Rating Scale Directions: Circle the number which best describes your evaluation of the student counselor.
Use the following scale:

Outstanding 4	Very Good 3	Adequate 2	Unsatisfactory 1	Not Observed 0
------------------	----------------	---------------	---------------------	-------------------

Personal/Professional Characteristics:

- | | | | | | |
|---|---|---|---|---|---|
| • Ability to accept others' values | 4 | 3 | 2 | 1 | 0 |
| • Openness to growth and learning | 4 | 3 | 2 | 1 | 0 |
| • Awareness of own strengths and areas for continued growth | 4 | 3 | 2 | 1 | 0 |
| • Maintains therapeutic boundaries with client/family | 4 | 3 | 2 | 1 | 0 |
| • Adheres to professional code of ethics | 4 | 3 | 2 | 1 | 0 |
| • Non-judgmental towards client's behaviors and concerns | 4 | 3 | 2 | 1 | 0 |

Comments on the Student's Personal/Professional Characteristics:

Idaho State
UNIVERSITY

DEPARTMENT OF COUNSELING - 208.282.3156 OR 800.477.4781

MASTER OF COUNSELING (M.COUN.) GRADUATE PROGRAM HANDBOOK, 2009-2010

Skill in Counseling:

Outstanding 4	Very Good 3	Adequate 2	Unsatisfactory 1	Not Observed 0
• Able to apply knowledge of counseling to client/family concerns			4 3 2 1 0	
• Consistently demonstrates verbal/non-verbal attending skills			4 3 2 1 0	
• Demonstrates respect for client/family			4 3 2 1 0	
• Is genuine and congruent with client/family			4 3 2 1 0	
• Can develop client/family affective awareness through empathic responses			4 3 2 1 0	
• Paraphrases content statements			4 3 2 1 0	
• Effectively demonstrates confrontation skills			4 3 2 1 0	
• Uses probing questions to deepen client/family exploration			4 3 2 1 0	
• Uses immediacy statements in session			4 3 2 1 0	
Reflects client/family concerns			4 3 2 1 0	
• Accurately summarizes during and at the end of sessions			4 3 2 1 0	

Comments of Student's Skills in Counseling:

Conceptualization:

Outstanding 4	Very Good 3	Adequate 2	Unsatisfactory 1	Not Observed 0
• Ability to generate theory-based hypotheses concerning client/family behavior			4 3 2 1 0	
• Integrates verbal/non-verbal behaviors into conceptualization			4 3 2 1 0	
• Ability to identify areas where additional information is needed to adequately conceptualize the client/family			4 3 2 1 0	
• Attends to cultural factors			4 3 2 1 0	
• Demonstrates intentionality in sessions			4 3 2 1 0	

Comments of Student Conceptualization:**Personalization/Countertransference:**

• Awareness of and sensitivity to client/family's impact on self				4 3 2 1 0
• Ability to critique and analyze own taped sessions				4 3 2 1 0
• Able to integrate supervision feedback into sessions				4 3 2 1 0
• Recognition of personal values and experiences and how they influence counseling				4 3 2 1 0

Comments of Personalization/Countertransference:

Communication Skills:

Outstanding 4	Very Good 3	Adequate 2	Unsatisfactory 1	Not Observed 0
• Works collaboratively with others	4	3	2	1 0
• Able to consult with others while maintaining client confidentiality	4	3	2	1 0
• Reports suspected or actual child abuse/neglect to supervisor and Child Protective Services within 24 hours	4	3	2	1 0
• Able to professionally convey clinical information orally and in written form	4	3	2	1 0
• Accepts and completes assigned tasks	4	3	2	1 0

Comments of Communication Skills:

Has this evaluation been discussed with the student counselor? _____ Yes _____ No

If no, reason: _____

Supervisor's Signature _____ Date: _____

Student's Signature _____ Date: _____

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UNIVERSITY

**DEPARTMENT OF COUNSELING
IDAHO STATE UNIVERSITY
POCATELLO, IDAHO 83209**

PRACTICUM/INTERNSHIP STUDENT EVALUATION OF FIELD SETTING

(CHECK ONE)

___ COUN 697, PRACTICUM ___ COUN 699, INTERNSHIP
___ Fall 2009 ___ Spring 2010 ___ Summer 2010

FACULTY SUPERVISOR: _____

FIELD SUPERVISOR: _____

FIELD SETTING: _____ PHONE: _____

ADDRESS: _____

_____ CITY STATE ZIP

FIELD SUPERVISOR MAILING ADDRESS (if different than field setting address):

_____ CITY STATE ZIP

IS FIELD SUPERVISOR AN LPC OR LCPC? ___ YES ___ NO

NUMBER OF PRACTICUM/INTERNSHIP POSITIONS AVAILABLE: _____

REQUIREMENTS (degree, work experience, preliminary training, test administration, etc.): _____

CLIENT POPULATION: _____

AVERAGE NUMBER OF CLIENTS _____ PER DAY _____ PER WEEK

PRIVATE OFFICE SPACE AVAILABLE: _____

OPPORTUNITIES FOR MAKING RECORDINGS: _____

FLEXIBILITY OF WORKING HOURS: _____

AVAILABILITY OF ADEQUATE FIELD SUPERVISION: _____

ADDITIONAL COMMENTS AND GENERAL IMPRESSIONS: _____

STUDENT SIGNATURE

DATE

PRINTED NAME:

Distribution:

Original: Department Files

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Idaho State
UNIVERSITY

DEPARTMENT OF COUNSELING - 208.282.3156 OR 800.477.4781

MASTER OF COUNSELING (M.COUN.) GRADUATE PROGRAM HANDBOOK, 2009-2010

**DEPARTMENT OF COUNSELING
IDAHO STATE UNIVERSITY
POCATELLO, IDAHO 83209**

**PRACTICUM/INTERNSHIP
STUDENT EVALUATION OF FIELD SUPERVISOR**

The Department of Counseling requires that student evaluations of practicum/internship field supervisors be used in assessing field supervisors for student field placement purposes. Your participation in the practicum/internship student evaluation of field supervisor process is strictly voluntary and failure to participate will have no effect on your grade(s) or your grading within the University. Please do not identify yourself on the questionnaire.

Practicum/Internship Field Supervisor Name: _____

Practicum/Internship Field Setting: _____

Faculty Supervisor: _____

Course No. (Check One): ___ COUN 697, Practicum ___ COUN 699, Internship

Session (Check One): ___ Fall 2009 ___ Spring 2010 ___ Summer 2010

PLEASE RATE YOUR FIELD SUPERVISOR USING THE FOLLOWING RATING SCALE:

1 = Poor 2 = Fair 3 = Good 4 = Very Good N/A = Not Applicable

___ Supportive/positive regard for supervisee.

___ Demonstrates knowledge of various counseling theories, techniques and interventions.

___ Establishes good rapport with supervisee.

___ Provides clear and useful suggestions.

___ Assists supervisee in conceptualizing cases.

___ Gives appropriate feedback to supervisee about facilitative and non-facilitative counseling behaviors.

___ Overall satisfaction with supervisor.

___ Supervision contributed in improving your counseling skills.

___ Supervision contributed in increasing your self-confidence as a counselor.

Comments:

Distribution:
Original: Department Files

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UNIVERSITY

SAMPLE AFFILIATION AGREEMENT

This Agreement between IDAHO STATE UNIVERSITY, DEPARTMENT OF COUNSELING (the "*Program*") and _____ located in _____, _____ (the "*Facility*") (each individually, a "*Party*," and collectively, the "*Parties*") takes effect on _____, 200____ ("*Effective Date*").

Background

- Program is a higher education institution having enrolled students (whether singular or plural, "*Student*") who have need for clinical education experiences (whether singular or plural, "*Experience*").
- The Parties desire each Program-selected Student to obtain clinical education experiences at the Facility.

Agreement

I. Mutual Responsibilities and Coordination.

- A. Exchange and Review. Each Party retains a privilege to exchange visits and review materials relevant to a Student's Experience.
- B. Nondiscrimination. Each Party must not discriminate on the basis of race, creed, sex, national origin, or disability unless that basis is a bona fide occupational criterion.
- C. Organization. The Parties must cause the ACCE (defined below) to cooperate with Facility's clinical coordinator (or other designee) in arranging each Experience's schedule, content, objectives and goals.

SAMPLE AFFILIATION AGREEMENT

II. Program Responsibilities.

- A. Definitions.
 1. "*HIPAA*" means CFR parts 160 and 164.
 2. "*ACCE*" means Program's academic coordinator of clinical education
- B. Duties. The Program must:
 1. provide a statement to the Facility that describes the philosophy, goals, objectives, and schedule of:
 - a. the Program's curriculum generally; and
 - b. each Experience in particular;

SAMPLE AFFILIATION AGREEMENT



DEPARTMENT OF COUNSELING - 208.282.3156 OR 800.477.4781

MASTER OF COUNSELING (M.COUN.) GRADUATE PROGRAM HANDBOOK, 2009-2010

SAMPLE AFFILIATION AGREEMENT

2. ensure that each Student appropriately is assigned to the Experience, including:
 - a. evaluating the Student's competence and knowledge before the Experience begins;
 - b. assessing Student's health before Experience begins; and
 - c. requiring the Student to carry appropriate professional liability insurance;
3. ensure that the Student is knowledgeable concerning and has prepared for:
 - a. transportation needed to fulfill responsibilities at the Facility;
 - b. room and board concurrently with the Experience; and
 - c. scheduling arrival at and departure from the Facility;
4. ensure that the Student has been made aware of each relevant Facility rule, regulation, policy, procedure and schedule that Facility has made known to the Program;
5. ensure that the Student has been made aware of each Program requirement and regulation for clinical education, including professional practice standards;
6. facilitate communication between the Parties, including:
 - a. appointing a member of Program's faculty to serve as ACCE;
 - b. notifying the Facility in writing of the identity of the ACCE and any Program-designated Program director;
 - c. notifying the Facility annually of each then-current academic year's clinical education schedule;
 - d. notifying the Facility of each specific Student assignment no later than ten working days before the Student's arrival, subject to the arrangement set forth below in Sections IV.B and IV.C; and
 - e. describing to the Facility specific Student outcome objectives for the each assigned Student's Experience;
7. direct each Student to comply with Facility's policies and procedures governing any use or disclosure of individually identifiable health information under federal law, specifically including HIPAA; and
8. ensure at Facility's request that each Student signs and delivers to Facility before the Experience begins a copy of a Confidentiality Understanding (attached and incorporated into this Agreement as **ATTACHMENT A**).

SAMPLE AFFILIATION AGREEMENT

III. Facility Responsibilities. The Facility must:

- A. accept each Student whom Program has selected for an Experience period;
- B. provide any applicable annually updated information that is necessary to complete Program's Clinical Education Center Information form;
- C. notify the Program - no later than fifteen working days before a clinical assignment - of any change in Facility's ability to accept the Student;
- D. provide the Student a clinical schedule averaging forty hours per week;
- E. complete and return each Student evaluation according to the Program's guidelines and schedule;
- F. not subject the Student to any sexual harassment act; and
- G. inform and train the Student regarding Facility's HIPAA-related policies and practices.

IV. Student Experience Characteristics.

- A. No Employment relationship to Either Party.
 1. *In General.* Facility's rules and regulations apply to each Student who Program assigns to an Experience.
 2. *Liability.* The Student generally is not considered an employee, agent, or representative of either Party for any purpose, including liability or Workers' Compensation, but instead a student:
 - a. at the Program engaged in the Experiences as a part of the Program's curriculum; and
 - b. in clinical practice.
 3. *HIPAA.* The Student specifically is not and must not be considered to be Facility's employee. But the Student is considered to be a member of the Facility's workforce, when engaged in any Agreement activity:
 - a. solely for the purpose under HIPAA to define the Student's role in relation to using and disclosing Facility's protected health information; and
 - b. as that word is defined under 45 CFR 160.103.
- B. Short-Notice Assignment. In an emergency circumstance, Program has a right to assign a Student to an Experience upon less than ten days' notice to Facility. The Facility reserves a right to accept or reject that assignment.

SAMPLE AFFILIATION AGREEMENT



SAMPLE AFFILIATION AGREEMENT

- C. Short-Notice Cancellation. Program retains a right to cancel a Student's Experience assignment for academic or other good cause upon less than ten days' notice to Facility, with no duty to designate another Student as a replacement.
- D. Assignment Refusal. Facility retains a right for good cause to refuse any clinical assignment upon less than fifteen working days' notice.
- E. Withdrawal. Each Party is entitled at any time to withdraw the Student from the Facility after assignment for any of the following documented reasons that the Party must document:
 - 1. the Student's unprofessional or unethical behavior;
 - 2. the Facility's staff's unprofessional or unethical behavior that directly affects the Student's Experience;
 - 3. the Student's failure to meet Program's prerequisite academic requirements; or
 - 4. any good cause, including but not limited to, any medical emergency.

V. **Effective Duration.**

- A. Term. The Agreement's term begins on Effective Date and expires on _____. (Or, The Agreement's term begins on Effective Date and is continuous with automatic renewals on the annual Effective Date.)
- B. Termination. Each Party has a right to terminate the Agreement upon no later than sixty days' written notice.

SAMPLE AFFILIATION AGREEMENT

VI. **Liability.**

- A. Program Commitment.
 - 1. *Insurance*. Program at its own expense must provide adequate liability insurance coverage for its officers, employees, and agents. Program must ensure that its liability insurance has an occurrence-based form. Program at Facility's request must deliver a certificate of financial responsibility to Facility.
 - 2. *Workers Compensation*. The Program must, at its own expense, obtain and maintain appropriate Workers' Compensation coverage for Program's employed personnel.
 - 3. *Program Indemnity*.
 - a. Scope. To the extent of the Idaho Tort Claims Act (I.C. § 6-901 et seq.) or any applicable insurance coverage, the Program will defend,

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indemnify, and hold harmless the Facility, its officers, governing board, employees, agents, and representatives from any and all claims for loss or damage to property or injury or death to persons, including costs, expenses, and reasonable attorney's fees, arising from any negligence or wrongful act or omission of the Program, its officers, employees, and agents.

- b. Exclusion. The Program is liable under the provisions of this paragraph A for the paragraph's obligations, costs, and expenses only to the extent that the above act or omission is caused:
 - (1) by the Program or any of its officers, employees, or agents; and
 - (2) not by the Facility or any of its officers, employees, agents, representatives, or volunteers.

B. Facility Commitment.

- 1. *Insurance.* Facility at its own expense must provide adequate liability insurance coverage for its officers, employees, agents, representatives, and volunteers. Facility at Program's request must deliver a certificate of insurance to Program.
- 2. *Facility Indemnity.*
 - a. *Scope.* To the extent of Facility's preceding insurance coverage, the Facility will defend, indemnify, and hold harmless the Program, its officers, governing board, employees, and agents from any and all claims for loss or damage to property or injury or death to persons, including costs, expenses, and reasonable attorney's fees, arising from the negligent or wrongful acts or omissions of the Facility, its officers, employees, agents, representatives, or volunteers.
 - b. *Exclusion.* The Facility shall be liable under the provisions of this paragraph B for the paragraph's obligations, costs, and expenses only to the extent that such act or omission is caused:
 - (1) by the Facility or any of its officers, employees, agents, representatives, or volunteers; and
 - (2) not by the Program or any of its officers, employees, or agents.

SAMPLE AFFILIATION AGREEMENT



SAMPLE AFFILIATION AGREEMENT

C. Student Insurance.

1. *Facility Requirement.* Facility requires each Student to have Student's own health insurance and have malpractice insurance with professional and personal limits of liability of \$1,000,000 per occurrence and \$3,000,000 in general aggregate.
2. *Program Duty.* The Program must ensure that any professional liability insurance coverage for any Student assigned to the Facility has been obtained before Program has assigned the Student. The Program, at Facility's request, must deliver a copy of the insurance certificate to the Facility.

VII. **FERPA.** "FERPA" means the Family Educational Rights and Privacy Act. The Parties recognize that they are bound to comply with FERPA in their handling of education records of any Student that may be enrolled in any Program related to this Agreement.

- A. Access Need. The Parties understand and recognize that each Party's employees and agents need access to educational records that the other Party maintains in properly administering any duties and obligations to Student.
- B. Duty to Orient. Each Party thoroughly must orient its employees and agents of its obligations under FERPA and strictly maintain its practices according to that act's requirements.
- C. Disclosure. "Outsider" means any person or entity not a Party to this Agreement.
 1. *To Third Party.* Before authorizing any further disclosure of Student's educational records to any Outsider, a Party must:
 - a. receive the other Party's permission; and
 - b. obtain assurances that the Outsider fully has complied with FERPA.
 2. *Redisclosure.* A Party has authority to redisclose Student's educational records to the Outsider only if the Outsider does no further disclosure.
- D. Indemnity. To the extent of the law, each Party will save, indemnify, and hold harmless the other Party and their officers, employees, and agents from any liability, damages, claims, actions, causes of actions, demands, judgments, or awards of whatsoever kind or nature, arising out of any failure by the indemnifying Party or its officers, employees, or agents to abide by the Family Education Rights and Privacy Act or its implementing regulations.

VIII. **Amendment.** Any change to this arrangement requires written amendment that each Party must sign.

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SAMPLE AFFILIATION AGREEMENT

IX. Notices. Each Party must send any notice under this agreement in writing either hand-delivered or mailed by certified mail to the addresses set forth below.

Program Notification Address:

Facility Notification Address:

Idaho State University
General Counsel
921 S. 8th Ave, Stop 8410
Pocatello ID 83209-8410

X. Binding Authority. Each Party has authorized an undersigned individual to sign this Agreement on behalf of that Party.

Signed:

IDAHO STATE UNIVERSITY

FACILITY: _____

Gary O. Olson, Ph.D.
Provost/Vice President for Academic Affairs

Printed Name: _____

Date: _____

Title: _____

Date: _____

SAMPLE AFFILIATION AGREEMENT



SAMPLE ATTACHMENT A

Confidentiality Understanding

By signing and dating this Confidentiality Understanding, the undersigned Student indicates an understanding of, and agrees to be bound by, a certain Affiliation Agreement between _____, (“Facility”), and Idaho State University Department of Counseling (“Program”).

As a material part of any consideration that Student provides to Facility in exchange for Facility allowing the Student’s clinical education at Facility, Student confirms that any patient information acquired during the clinical education is confidential, and Student at all times must maintain the confidentiality of and not disclose this information, whether during the clinical education or after it has ended.

Student further must abide by the applicable rules and policies of both Facility and Program while at Facility. Student understands that, in addition to other available remedies, Facility immediately may remove the Student and terminate the Student’s clinical education if Facility considers the Student to endanger any patient, breach patient confidentiality, disrupt Facility’s operation, or not to comply with any request by Facility including its supervisory staff.

I have read and understand the Affiliation Agreement, and I agree to abide by this Confidentiality Understanding.

Student’s Signature

Date

Student’s Name (Print)

Program Witness (Signature)

Date

Department of Counseling Faculty/Major Advisor/Practicum-Internship Supervisor

Witness Name and Title (Print)

Original: Department Affiliation Agreement Files

SAMPLE AFFILIATION AGREEMENT

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APPENDIX F

**SUPERVISED COUNSELING
EXPERIENCES
VERIFICATION FORM**

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APPENDIX G

**PROOF OF LIABILITY
(MALPRACTICE) COVERAGE**

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**DEPARTMENT OF COUNSELING
IDAHO STATE UNIVERSITY
POCATELLO, IDAHO 83209**

PROOF OF LIABILITY (MALPRACTICE) COVERAGE

I hereby certify that I have purchased liability insurance for my protection in the event that I should be sued for malpractice. I understand that ISU assumes no responsibility for providing me with liability insurance, and that they are indemnified from any possible financial obligation due to legal action taken against me.

Student Signature Bengal Card No. Date

Printed Name

Paid Liability Insurance with ISU Fees **OR** _____
Effective: August 2009 - August 2010 Insurance Policy Number

Company

Effective Dates: _____ to _____

(Signed form will be filed in the student record)

Distribution:
Original: Department Student Record

C:/manuals
Rev. 8/09

Idaho State
UNIVERSITY

APPENDIX H

SAMPLE RATING FORMS

**SAMPLE COUNSELING PRACTICUM INTERVIEW RATING FORM
FORM A**

_____ Videotape
_____ Other (Specify)

Interview Date _____
Counselor _____
Supervisor/Rater _____

Specific Criteria	Rating (best to least)	Remarks
1. OPENING: Was opening unstructured, friendly, and pleasant? Any role needed? Any introduction necessary?	5 4 3 2 1	
2. RAPPORT: Did counselor establish good rapport with counselee? Was the stage set for a productive interview?	5 4 3 2 1	
3. RESPONSIBILITY: If not assumed by counselee, did counselor assume appropriate level of responsibility for interview conduct? Counselor or counselee initiative?	5 4 3 2 1	
4. INTERACTION: Were the counselee and counselor really communicating in a meaningful manner?	5 4 3 2 1	
5. ACCEPTANCE/PERMISSIVENESS: Was the counselor accepting and permissive of counselee emotions, feelings, and expressed thoughts?	5 4 3 2 1	
6. REFLECTION OF FEELINGS: Did counselor reflect and react to feelings or did interview remain on an intellectual level?	5 4 3 2 1	
7. COUNSELOR RESPONSES: Were counselor responses appropriate in view of what the counselee was expressing or were responses concerned with trivia and minutia? Meaningful questions?	5 4 3 2 1	
8. VALUE MANAGEMENT: How did the counselor cope with values? Were attempts made to impose counselor values during the interview?	5 4 3 2 1	
9. COUNSELING RELATIONSHIP: Was counselor-counselee relationship conducive to productive counseling? Was a counseling relationship established?	5 4 3 2 1	
10. CLOSING: Was closing counselor or counselee initiated? Was it abrupt or brusque? Any follow-up or further interview scheduling accomplished?	5.4.3.2.1	

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-
11. GENERAL TECHNIQUES: 5 4 3 2 1
 How well did the counselor conduct the mechanics of the interview?
- A. Duration of interview: Was the interview too long or too short? Should interview have been terminated earlier or later?
- B. Vocabulary level: Was counselor vocabulary appropriate for counselee?
- C. Mannerisms: Did the counselor display any mannerisms which might have adversely affected the interview or portions thereof?
- D. Verbosity: Did the counselor dominate the interview, interrupt, override, or become too wordy?
- E. Silences: Were silences broken to meet counselor needs or were they dealt with in an effective manner?

COMMENTS FOR COUNSELOR ASSISTANCE: Additional comments that might assist the counselor in areas not covered in the preceding suggestions.

This form developed by E. Gordon Poling, Chair, Division of Educational Psychology and Counseling, University of South Dakota, Vermillion, SD. A similar version was published in Dimick, K.M., & Krause, F.H. (1980). Practicum manual for counseling and psychotherapy (pp. 279-280). Muncie, IN: Accelerated Development. Reprinted by permission of Dr. Poling and Accelerated Development.

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**SAMPLE ASSESSMENT OF SUPERVISEE DEVELOPMENTAL LEVEL
FORM B**

Critical Issues in Supervision	Stage 1 Stagnation Stability	Stage 2 Confusion	Stage 3 Integration
1. <i>Issues of Competence.</i> Skills. Technique. Mastery. Ability to take appropriate action.			
2. <i>Issues of Emotional Awareness.</i> Knowing oneself. Differentiation of feelings. Ability to use own reactions/emotions diagnostically.			
3. <i>Issues of Autonomy.</i> Sense of one's own choices/decisions. Independence and self-directedness to appropriate degree. Sense of self.			
4. <i>Issues of Identity.</i> Theoretical consistency. Conceptual integration. Sense of self as therapist/counselor.			
5. <i>Issues of respect for Individual Differences.</i> Deep and basic respect. Active effort to Understand. Appreciation of differences.			
6. <i>Issues of Purpose and Direction.</i> Formulation of treatment plan and appropriate long- and short- term goals. Cognitive map of progress.			
7. <i>Personal Motivation.</i> Personal drives and ward satisfaction. Complex and e of motivation.			
8. <i>Professional Ethics.</i> Legal issues. Values. Professional standards. Integration of these into ongoing practice.			

Adapted from Chickering's 7 vectors of development. Chickering, A.W. (1969). Education and identity. San Francisco: Jossey-Bass. This chart was taken from Hardy, E., & Loganbill, C. (1986, August). Clinical supervision workshop. Continuing education workshop at the annual meeting of the American Psychological Association, Washington, DC. Reprinted by permission of Dr. Hardy and Dr. Loganbill.

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Sample

Student: _____

Dr. Randy Astramovich

Date: ____/____/____

COUN 697 Practicum Midterm/Final Evaluation

Supervision Process	Low.....High					Comments
Demonstrates a personal commitment in developing professional competencies	1	2	3	4	5	
Invests time and energy in becoming a counselor	1	2	3	4	5	
Accepts and uses constructive comments to enhance self-development and counseling	1	2	3	4	5	
Engages in open, comfortable, and clear communication with peers and supervisors	1	2	3	4	5	
Recognizes own competencies and skills and shares these with peers and supervisors	1	2	3	4	5	
Recognizes own deficiencies and actively works to overcome them with peers and supervisors	1	2	3	4	5	NA
Attends supervision punctually and at appointed times	1	2	3	4	5	NA

Counseling Process	Low.....High					Comments
Begins and ends sessions comfortably	1	2	3	4	5	NA
Appropriately explains the nature and	1	2	3	4	5	NA
Is relaxed and comfortable in session	1	2	3	4	5	NA
Is spontaneous in the interview	1	2	3	4	5	NA
Communicates non-judgmental acceptance of the CL	1	2	3	4	5	NA
Develops a strong therapeutic alliance with CL	1	2	3	4	5	NA
CO and CL relationships are productive for counseling	1	2	3	4	5	NA
CO skillfully reflects CL feelings/affective states	1	2	3	4	5	NA
CO skillfully reflects content of CL statements	1	2	3	4	5	NA
CO skillfully summarizes major themes	1	2	3	4	5	NA
CO statements are concise and not wordy	1	2	3	4	5	NA
Recognizes and skillfully interprets CL non-verbals	1	2	3	4	5	NA
Facilitates CL expression of concerns and feelings	1	2	3	4	5	NA
Focuses on the content of the CL's problem	1	2	3	4	5	NA
Helps move CL to deeper process levels	1	2	3	4	5	NA
Facilitates realistic goal setting with the CL	1	2	3	4	5	NA
Refrains from giving advice	1	2	3	4	5	NA
Avoids unnecessary questions	1	2	3	4	5	NA
CO refrains from pre-mature problem solving	1	2	3	4	5	NA
Uses silence effectively in the session	1	2	3	4	5	NA
CO skillfully uses confrontation	1	2	3	4	5	NA
Demonstrates a variety of responses and techniques	1	2	3	4	5	NA
Demonstrates and integrates into sessions a consistent theoretical counseling model	1	2	3	4	5	NA

Midterm Grade: A A- B+ B B- C

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APPENDIX I

CODE OF ETHICS

<http://www.counseling.org> (Resources, Ethics)

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APPENDIX J

**DEFINITION OF
COUNSELING TERMS**

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DEFINITION OF COUNSELING TERMS FROM *GUIDEPOST*, APRIL 1992

A credential is "that which gives credit, that which entitles to confidence. A letter or certificate given to a person to show that (s)he has a right to confidence or to the exercise of a certain position of authority" (Webster, 1983). There are four types of credentials: accreditation, licensure, certification, and registry.

Accreditation is the recognition of a formal academic program through the approval of a professional organization. To accredit means, "to authorize, to bring into credit or favor, to stamp with authority." When we speak of an accredited program, using Webster's definition, we mean a program that has been "accepted as valid or credible, publicly or officially authorized."

Licensure is the process authorized by state legislation that regulates professions. Typically when people refer to professional counselor licensure laws, they mean the regulation of both the practice of counseling and the use of the title "professional counselor." However, each state statute must be analyzed to determine whether it truly regulates the title and/or the practice of counseling.

Certification is the process of recognizing the competency of those who practice a profession by officially authorizing them to use the title adopted by the profession. Certification can be awarded by professional organizations, such as NACCMHC, state or federal agencies, such as state legislatures. When discussed in reference to state legislation, it typically refers to the regulation of the title of "professional counselor," but not to the practice of counseling. Again, each law must be carefully reviewed.

Registry is a voluntary listing of people who use a title and/or provide a service. This is the simplest and least restrictive form of credentialing.

Professionalism refers to the development and maintenance of high standards of proficiency. Professionalism is exhibited by activities such as participation in workshops, self-study, research, and adherence to a professional code of ethics.

Privileged communication is a legal concept referring to the right of clients not to have confidential information revealed in a legal procedure. This right is granted by legal statute. However, privileged communication is not an absolute matter. Professionals are bound by law and professional codes of ethics to comply with certain exceptions to privilege.

APPENDIX K

LICENSURE PROCEDURES

CHECKLIST

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**Procedures and Checklist for becoming a
Licensed Professional Counselor in the State of Idaho**
Prepared by Alisa Bishop Ellis, M.Coun. (May 2003 Graduate)

Checklist for NBCC:

- _____ NCE results
- _____ Supervisor Verification form
- _____ ISU Transcript with posted degree
- _____ Processing fee, either faxed with Credit Card # or check through the mail.
(\$15* in 2005)
- _____ Written request for NBCC to send NCE scores to Idaho Licensing Board

Checklist for State of Idaho Licensing Board, the Bureau of Occupational Licenses:

- _____ Licensing Application with appropriate sections for the LPC License filled out, signed and notarized by applicant.
- _____ Supervisor & Clinical Experience Verification forms, signed and notarized by you and your supervisor, with supervisor signature across the envelope seal.
- _____ Two (2) \$75* checks, one for the application fee and the other for the license fee.
- _____ NCE Official Test Score report, direct from NBCC
- _____ Official ISU Transcript direct from ISU with posted Master's Degree

Important Addresses and Contact Information

National Board for Certified Counselors (NBCC)
3 Terrace Way, Suite D
Greensboro, NC 27403-3660
P: (336) 547-0607 (8:30 a.m. - 5:00 p.m. eastern time, M-F)
F: (336) 547-0017 (24 hours)
email: nbcc@nbcc.org
website: www.nbcc.org

State of Idaho Bureau of Occupational Licenses
1109 Main Street, Suite 220
Boise, ID 83702
P: (208) 334-3233
F: (208) 334-3945
website: <http://www.ibol.idaho.gov>
contact is Janice Wiedrick, Office Specialist
email: jwiedric@ibol.state.id.us

*call to confirm current amount

DETAILS OF THE REQUIREMENTS FOR LICENSING

National Board of Certified Counselors Requirements for Licensing

Prepared by Alisa Bishop Ellis, M.Coun. (May 2003 Graduate)

NCE results

NBCC (National Board of Certified Counselors) administers the licensure exam, the NCE (National Counselor Exam). Cheryle will get the information sheets from NBCC and will distribute them to be filled out by students. Return the form with a check to Cheryle and she will send them all in together. The tests take about six weeks to grade and process by NBCC, so you will get your scores back after you have graduated. If you are planning on moving soon after graduation, and you know the address of the new place, report that one on your NBCC form so that you will get your test results as soon as possible.

Supervisor Verification form

When the NCE forms come for you to fill out, a Supervision Verification form will accompany the paperwork. This form needs to be filled out by your #1 faculty advisor near the end of the second year of the program. Forms must be in to NBCC before they will release your scores to the State of Idaho Bureau of Occupational Licenses in Boise. There is not a specific number of hours required on the verification form, and only one form is needed by NBCC, so your #1 can just fill out the form for the number of hours you have been in one-on-one supervision with him/her.

ISU Transcript with posted degree

A transcript with your degree posted is required to be sent to both NBCC and the State of Idaho Bureau of Occupational Licenses. You can request transcripts prior to when your degree is posted, but make sure you have it marked on your request that you don't want it sent until the degree is posted. If you request your transcript in person, by fax or by mail, there is no charge for it to be sent to an Idaho Licensing Board. There is still a \$5 charge to have it sent to NBCC. If you request your transcript online through **TranPay**, you have to pay for it with a credit card and you will be charged regardless of where you have it sent.

Processing Fee (\$15* in 2005), either faxed with Credit Card # or check through the mail.

Processing Fee payments can be made either by fax or by mail. No payments are accepted over the phone or through email. NBCC does not accept photo-copies or faxed copies of checks, credit cards, or money orders. Faxed payments must include the amount being charged to the card, type of card (VISA, Master Card, or American Express), credit card number, expiration date, name of card-holder and card-holder signature. Payments and requests for scores made through the mail should be sent to NBCC, PO Box 651051, Charlotte, NC 28265-1051.

Written request for NBCC to send NCE scores to Idaho Licensing Board

Once NBCC has your exam results (which take about six weeks to process), your supervisor verification form, your transcript complete with posted Master's degree and your processing fee (\$15* in 2005), they need a written request to be able to send out a copy of your scores to the Idaho Licensing Board. You can fax or mail a request to them, complete with your name, NBCC ID # (found on your NCE Official Score Sheet), the address of where they should send the scores, the date you sat for the exam, and a \$15* processing payment per request.

*call to confirm current amount

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Note: All of the payment and score verification request information was received from Gina Gowie, Administrative Assistant at NBCC. Further questions can be addressed to email address nbcc@nbcc.org however replies take up to a week and slow the process of getting requests sent to the licensing board.

State of Idaho Bureau of Occupational Licenses Requirements for Licensing

_____ **Licensing Application** with appropriate sections for the LPC License filled out, signed and notarized by applicant.

The Bureau of Occupational Licenses has one Licensing Application for both the LPC as well as the LMFT. You only need to fill out the parts of the form that pertain to the LPC. You also need a picture of yourself to send with the application. It is supposed to be the size of a passport photo, which is 2"x2" if you want to use a digital camera photo rather than getting official passport photos taken. There is a section that asks you to place your course work into the eight CACREP areas. The LPC license doesn't require a certain number of hours per area, so as long as you have at least one course under each heading it isn't extremely important where you put all the classes, as long as they make sense under the section you put them in. The application needs to be notarized. Cheryle is a notary. You must sign the application in front of her for her to be able to notarize it for you.

_____ **Supervisor & Clinical Experience Verification forms**, signed and notarized by you and your supervisor, with supervisor signature across the envelope seal.

You must have all of your practicum and internship hours, as well as supervision for those hours recorded on the appropriate forms. These forms must be signed and notarized by the student and the supervisor. Remember that the supervisor must be an LPC, so if your field supervisor is not one then your faculty supervisor must sign off on those hours. If you are supervised by a doctoral student who is not licensed, the doctoral students' faculty advisor must sign off on your hours. These hours are to be sealed in an envelope by the supervisor and then signed by the supervisor across the seal. Supervisors can either mail these directly to the licensing board in Boise or you can collect them and send them all together. Remember, your Practicum has a ratio of 1 hour of supervision per 10 hours of client contact. Your Internship are at a ratio of 1:20.

_____ **Two (2) \$75* checks**, one for the application fee and the other for the license fee.

The licensing board needs two checks, each in the amount of \$75*, before they will be able to process your application. One is an application fee, and the other is a license fee.

_____ **NCE Official Test Score report direct from NBCC**

*call to confirm current amount

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_____ **Official ISU Transcript** direct from ISU with posted Master's Degree

Note: Given above is the name and contact information to the Office Specialist at the Bureau of Occupational Licenses, Janice Wiedrick. Emails sent to the licensing board will most likely be answered by Janice. She replies to emails promptly, has access to your file, and is very easy to work with through this process. It is recommended, by several people that have gone before, that you check with Janice throughout the process to make sure that all of your information is getting to the office and into your file. Janice will send out a letter a little before the board meets to tell you what information you still need in your file, but it may help alleviate some stress to be in contact with her and have a little more time to correct errors or complete missing information. Janice requests all information be in your file five days prior to when the board meets. The meeting date is different every year. Check the webpage to find out the date closest to your graduation date, and if there isn't one that Summer, contact Janice to find out when the board has scheduled a special time to meet. Once the board has met, licenses will be issued and sent out within two weeks

*call to confirm current amount

Prepared by Alisa Bishop Ellis, M.Coun.

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