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.
Dear Incoming Fall 2022 Cohort:

Congratulations on your acceptance into the Department of Counseling Master of Counseling program! We extend our warmest welcome to you. As you know, our admission process is quite competitive. You have demonstrated both your desire and readiness to begin studies in the Master of Counseling and become a professional counselor.

We hope our time together will be a journey of self-discovery, development of important skills, and increased knowledge. This, of course, is a life-long journey, but the next few years will most likely be intensively focused on the learning and skill development necessary to become a credentialed counselor. As a CACREP Accredited Program, we reflect the training and values associated with our profession.

The faculty and staff are eager to play our part in your education. In addition, you will find you have joined a learning community and your fellow members in this community have much to offer you. Graduate school is a great time to meet friends and colleagues who will add to your personal and professional life.

Please read the following pages thoroughly. On the next page, you will find the Student Responsibility Form. Your signature on the form is evidence you have read this handbook and you will be responsible for knowing and understanding the content as well as applying and following the guidelines herein. Be sure to keep this copy, as it constitutes our agreement with you for providing your academic training in counseling. We also appreciate hearing your ideas about how to make this handbook more user friendly, clear, and helpful.

In addition to detailed information about our Master’s degree offerings. There is a separate Handbook for Doctoral students. For information about our doctoral program, please refer to our website and/or consult with a faculty member.

Thanks for joining Idaho State University’s Department of Counseling. We are happy you are here!

Warm Regards,
The Department of Counseling Faculty and Staff
I understand that I am responsible for reading and abiding by all the information presented in the Master of Counseling Graduate Program Handbook.

I have reviewed the manual carefully and understand I am responsible for knowing and abiding by the material therein. As presented in the manual, I understand that success in this program is not guaranteed and is predicated on my commitment to uphold the standards and requirements of the American Counseling Association Code of Ethics, the Council for Accreditation of Counseling and Related Educational Programs, ISU Department of Counseling core dispositions, the Multicultural and Social Justice Competencies, and the policies and procedures for the department. I also understand that success in this program comes through academic as well as relational and dispositional achievement. If I have questions concerning these materials, I will ask for clarification in COUN 6621 (Professional Orientation and Ethics), from a faculty member in COUN 6697L (Practicum in Counseling Lab), or COUN 6698L (Internship in Counseling Lab), or from my advisor. Signing this document indicates that I agree to abide by the policies and procedures described within the Handbook.

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 to be uploaded to Taskstream and filed in student record.)
2022-2023

TABLE OF CONTENTS

Student Responsibility Form 3

PART I: PROGRAM POLICIES AND PROCEDURES

Department of Counseling Mission Statement 8
Department of Counseling Philosophy 9
Department of Counseling Goals and Objectives 10
Counselor Self-Awareness 11
Professional Comportment 12
Core Dispositions 19
CACREP Common-Core Program Objectives 22
Master of Counseling-Marriage, Couple, and Family Counseling Major Program Objectives 24
Master of Counseling-Clinical Mental Health Counseling Major Program Objectives 26
Master of Counseling-Clinical Rehabilitation Counseling Major Program Objectives 28
Master of Counseling-School Counseling Major Program Objectives 31
Master of Counseling-Student Affairs Counseling Major Program Objectives 32
Continuous Review Procedures for the Master of Counseling Graduate Program 33
Comprehensive Examination 42
Oral Exam Poster Presentation 43
Professional/Personal Development Plans 46
Membership in Professional Associations 47
Technological Competencies 48
ISU Student Handbook 48
Internship Liability Disclaimer 48
Audit Policy 48
Endorsement Policy 49
Walking/Hooding in Graduation 49
Phone, Email & Social Media Policy 50
Emotional Support Animals 50
Idaho Counselor Licensing Requirements 52
National Board for Certified Counselor Requirements
Supervised Experience in Counseling Acceptable to the Idaho Counselor Licensing Board
Idaho Pupil Personnel Services School Counseling Endorsement
Verification of Supervised Counseling Experiences
Liability (Malpractice) Insurance

PART II: CLINICAL EXPERIENCES

Introduction
Developmental Model of Prepracticum, Practicum and Internship Experiences
Additional Student and Supervisor Responsibilities for Counseling Practicum and Internship Experiences
Specific Roles and Responsibilities of the Site Supervisor
Specific Roles and Responsibilities of the Faculty/Departmental Supervisor
Requirements for Admission to Prepracticum, Practicum, and Internship
Background Check and Drug Testing
Clock Hour Requirements for Practicum and Internship
Semesterly Checklist for Clinical Placement Paperwork
Practicum and Internship Field Setting Approval and Information Form
Practicum and Internship School District No. 25 Request Form
Policy Regarding Counting Hours During Breaks
Liability (Malpractice) Insurance
Practicum and Internship Field Setting Selection
Taskstream Checklist for Masters Clinical Experiences
Internship Competency Rating Form (ICRF)
Practicum and Internship Student Evaluation Form
Practicum and Internship Student Evaluation of Site Supervisor
Practicum and Internship Student Evaluation of Field Setting
Recording Equipment
Record Keeping
Referral and Termination of Clients
Evaluation of Students and Supervisors 83
Code of Ethics 84
Idaho Reporting Procedures 84
Intent to Harm Self or Others 87

APPENDICES

Appendix A: 88
Samples of Program of Study Form
Marriage, Couple, and Family Counseling Major Final Program of Study Form
Clinical Mental Health Counseling Major Final Program of Study Form
School Counseling Major Final Program of Study Form
Student Affairs Counseling Final Program of Study Form
Clinical Rehabilitation Counseling Major Final Program of Study Form

Appendix B: 99
Case Presentation Form

Appendix C: 102
Permission to Record (Consent Form)
Panopto Technology Guide
Panopto Viewing Guide
Release of Information

Appendix D: 109
Practicum/Internship Forms
Practicum/Internship Field Approval & Field Setting Information Form
Practicum/Internship School District No. 25 Request Form
Practicum/Internship Weekly Log Blank Sample
Field and Faculty Supervisors’ Evaluation of Master’s Practicum/Internship Student (ICRF)
Practicum/Internship Student Evaluation of Field Setting Form
Practicum/Internship Student Evaluation of Site Supervisor Form
Sample Affiliation Agreement

Appendix E: 200
Supervised Counseling Experience Verification

Appendix F: 202
Proof of Liability (Malpractice Coverage Form)

Appendix G: 204
Sample Rating Forms

Appendix H: 206
Code of Ethics
PART I: PROGRAM POLICIES AND PROCEDURES

MISSION STATEMENT

The principal 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; Marriage, Couple, and Family Counselors; Clinical Rehabilitation Counselors; and Clinical 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 counselor identity in students,
- help students gain an appreciation of the rich knowledge base in the profession of counseling,
- develop student expertise in the skills of counseling,
- aid students to become licensed and/or certified,
- aid students/graduates in their initial job placement,
- teach and perform research applicable to the practice of counseling, counselor education and supervision.
- 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 Division of Health Sciences, College of Health, which is to represent the mental health perspective within the Division and to consult with Division faculty and departments encouraging a holistic perspective for health care services.
DEPARTMENT OF COUNSELING PHILOSOPHY

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

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

The counseling relationship is one that is best conducted through such interpersonal qualities as warmth, genuineness, respect, involvement, commitment, and congruency and in a setting of equality, cooperation, and mutual respect.

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

All individuals should be treated with respect, dignity, and worth.

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.

The professionally trained counselor should develop an integrated counseling model and/or theory, characterized by the recognition of the need to work with a client in a variety of areas including cognitive processes, feelings, and intra- and interpersonal behavioral processes.

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

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 counseling profession. 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 Marriage, Couple, and Family Counseling, Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, School Counseling, and Student Affairs Counseling specialty programs. For more specific details, please reference http://www.cacrep.org.

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 persons at all developmental levels and in multicultural contexts.

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 statistical analysis, needs assessments and program evaluation.

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. Clinical Rehabilitation Counseling students will obtain certification as rehabilitation counselors.

11. Students in all specialty programs (Marriage, Couple, and Family Counseling, Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, School Counseling, and Student Affairs Counseling) will obtain appropriate state licensure as professional counselors (i.e., LPC).

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, students will be asked to take necessary emotional risks and actively engage in intra- and inter- personal growth and self-reflection. This is considered essential for two reasons. First, the personhood of the counselor is as important to professional development as the knowledge and skill dimensions of the counseling profession. Second, counseling is based on the process of self-growth and exploration on the part of the client and engaging in one’s own self-awareness and personal development is essential to encouraging such a process in others.

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

- Exploring one’s 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 one another through such requirements as prepracticum and small group activity.
- Receiving feedback in individual/triadic and/or group supervision.

As faculty endorse the value of the counselor’s personhood in the counseling process,
feedback will be related to each student 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 and interpersonal feedback that includes the realm of their personhood and to engaging in self-exploration to successfully complete the program.

In addition to success in academic coursework, certain non-academic conditions are essential to counselor development and competency in the counseling profession. As such, certain non-academic conditions may impair the student’s ability to work with others in class, practicum, or internship settings. For this reason, should the faculty or course instructors note any impairment in judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. If such impairment is not successfully addressed through remediation measures, students may be delayed or dismissed from the program. A definition of impairment follows:

Overholser and Fine (1990) indicate that impairment is evaluated in five areas: A serious deficit in any of the following:
1. factual knowledge
2. generic clinical skills
3. orientation-specific technical skills
4. clinical judgment
5. interpersonal attributes

An operationalized definition of impairment for interpersonal attributes is offered by Frame and Stevens-Smith (1995) as:
1. inability to be open, flexible, positive, and cooperative
2. unwilling to accept and use feedback
3. unaware of impact on others
4. inability to deal with conflict and accept personal responsibility
5. inability to express feelings effectively and appropriately

NOTE: Admission into the Department of Counseling does not guarantee graduation. 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, and (4) unethical behavior. In order to graduate from this program, students must be willing and able to uphold the American Counseling Association Code of Ethics.

PROFESSIONAL COMPROMENT

Professional comportment is defined as the ability to relate to others in a respectful and supportive manner (Benner, 1991), and is critical to a counselor’s success in relating, communicating, and collaborating with colleagues, clients, peers, and other members of the profession. Students in the Department of Counseling are expected to demonstrate and continuously develop their professional comportment across all roles and activities relevant to their clinical and student identities. Please review the subheadings below to gain a detailed
understanding of departmental expectations regarding professional comportment.

**Guidelines for Professional Attire**

The Department of Counseling recognizes and appreciates that personal style is often an important part of a person’s identity and does not promote or condone censorship of personal style choices or expression. However, when one assumes the role of professional counselor, it is important to demonstrate awareness about how all aspects of personhood, including personal style, might impact others in a professional setting. Thus, we encourage students to make style choices that are congruent with their individuality while simultaneously upholding the core dispositions.

Students in the Department of Counseling are expected to convey professionalism while engaging in classes, clinical sites, and other profession specific engagements (i.e. conferences, professional development activities, outreach events, providing counseling, etc.). In general, students are expected to wear business casual attire for all professional engagements, including those that take place in the department of counseling such as class presentations, and COUN 6696 practice sessions. Students are expected to mind the dress code of their setting while at their clinical site, if applicable.

In addition, to ensure that students practice appropriate sensitivity of their potential impact on others in a counselor education/supervision setting, students are expected to follow some general guidelines for apparel, grooming, and personal appearance:

1. **Business Casual Attire.**
   a. Different settings, cultures, and geographical regions/climates may have varied ideas about what constitutes business casual attire. Students are responsible for understanding the dress code conceptualization for their academic, professional, and clinical settings. For example, attire that is considered business casual in the rocky mountain region at the Idaho Counseling Association conference might differ from other regions (i.e., SACES and North Carolina Counseling Association, or. NARACES and the Maryland Counseling Association, etc.). If you have questions about this, please feel free to consult your faculty.
   b. Despite variances in business casual conceptualizations, students are expected to generally avoid clothing that would be defined as beachwear, sportswear, or athleisure. For example: baseball caps, camisole-style tanks or halters, shorts, yoga or gym attire, flip-flops, and so on. Reasonable exceptions may apply to professionals working in outdoor, athletic, adventure-based/ecotherapy, or animal-assisted interventions settings.
   c. For individuals who choose to wear makeup in professional settings, the Department of Counseling does **not** stipulate student choices about makeup or the lack thereof. The Department of Counseling does **not** censor any individual makeup choices for students of any gender identity.
d. Body art, hairstyle/color, and facial hair choices are expressions of personal identity that unlike clothing, are not easy to ‘change’ when moving between professional and personal settings. The Department of Counseling does not stipulate or censor student choices about body art, hairstyle/color, or facial hair, provided that:

i. Students are sensitive to any body art that overtly displays personal belief systems. Please remember that such items may activate previous experiences of marginalization in some students and clients.

ii. Students maintain appropriate hair (including facial hair) hygiene and maintenance.

Note: For class attendance or office hours, students are invited to select casual or business casual attire, provided that they attend the following sections about personal hygiene and trauma sensitivity.

2. Attend personal grooming and hygiene.

a. High standards of personal hygiene are expected of counselor educators/supervisors in most instances, barring reasonable and sometimes unavoidable exceptions for soil, sweat, and so on, for professionals engaging with in sports, ecotherapy/adventure-based counseling, experiential activities, or animal assisted interventions.

b. In general, except in the situations described above, counselor educator-supervisor clothing should be clean and clothing fabric should be in generally good condition.

3. Demonstrate sensitivity to trauma, sensory differences, and diverse client identities.

a. Clothing, jewelry, or other forms of personal expression that overtly display a professional’s personal belief systems. Please remember that such items may activate previous experiences of marginalization in some students, supervisees, and/or clients.

b. Scents and fragrances

i. Human sense of smell is closely associated with sensory memories, which can be both pleasant and unpleasant. Because we do not know which scents or fragrances may be activating to some students, supervisees, and/or clients, please avoid the use of strong personal fragrances, strongly scented grooming products, or essential oils in professional settings, and be mindful of potential body odors. Further, different individuals have differences in fragrance sensitivity. What may
be barely detectable to one person can seem overpowering to another. Do not use essential oils and/or other room fragrances in shared office spaces without the consent of all office occupants.

c. Clothing Coverage and Fit

i. Please be aware that visible exposure of some parts of our bodies may be triggering to some students, supervisees, and/or clients. As we do not know which types of skin/body exposure may be triggering to some individuals with our professional setting, please be mindful of clothing coverage and fit. In general, counselor educators/supervisors of all gender identities can attend to this aspect of trauma sensitivity by intentionally selecting the following for professional settings:

1. For bottoms, such as pants, skirts, crops/capris, and so on, making choices that are close to knee length or longer. This applies to students of all gender identities.

2. For tops, such as shirts, sweaters, blouses, and so forth, making choices about necklines that don’t dip far below 4 fingers from the collarbone; making choices about length that are either able to be tucked in, or that overlap the waist of pants, skirts, and so on. Sleeveless tops may be considered appropriate as long as camisole-style sleeveless tops are avoided. This applies to students of all gender identities.

3. Making choices about fit so that clothing is not tight enough to restrict normal movement, and does not obviously reveal underwear lines. Additionally, clothing should not be so loose/baggy as to inadvertently expose skin/body that may be triggering for other individuals. This applies to students of all gender identities.

Professional Dependability

1. Absences and Tardiness
   a. Extended Absences

   i. Masters students in the Department of Counseling are expected to gain prior approval for planned absences in classes, clinic duties, co-teaching experiences, and meetings. Approval must be gained from any applicable instructors, relevant supervisors, and student’s advisor. This includes absences for personal reasons (i.e., trips, vacations, social events, time off, etc.) and for professional reasons (i.e., conferences, professional development activities, professional service activities, etc.). For emergencies or other unforeseen/urgent absences, students must notify applicable faculty as soon as possible prior to the absence. Similarly,
students must gain prior approval from relevant faculty in order to miss portions of a class or other professional responsibility, such as arriving late or leaving early. Please note that excessive absences or missed responsibilities will result in formal remediative actions, regardless of prior approvals.

b. Individual Absences
   i. For absences from a single class, please refer to the syllabus of the instructor of record.

2. Classes, Practicum/Internship Lab, and Clinical Work

Students are expected to arrive appropriately prepared for all class, practicum/internship, and clinical responsibilities. Students are responsible for learning, understanding, and implementing expectations and administrative responsibilities for each class, lab experience, and clinical setting. If students are unclear about these responsibilities and expectations, they are responsible for initiating a consultation with the appropriate faculty, instructor, or supervisor. Students are expected to uphold all roles and responsibilities as negotiated with faculty, instructors, and supervisors and understand that failure to fulfill expectations will result in formal remediative action.

3. Interpersonal Behavior

The Department of Counseling faculty recognize that the interpersonal learning that occurs in cohort models and in relationship with other peers, faculty, and instructors is an invaluable part of professional development and preparation for success as a future professional counselor.

   a. Masters students are expected to maintain appropriate professional boundaries in the department of counseling. During their time in the program, masters students are prohibited from engaging in personal friendships or romantic/sexual relationships with doctoral students, instructors, staff, or faculty.

   b. Each faculty member within the Department of Counseling has their own unique framework for navigating professional boundaries with master’s students. Masters students are encouraged to understand and respect each faculty member’s professional boundary framework on an individual basis. Please address your faculty by their formal doctoral title unless invited otherwise by an individual faculty.

   c. Each masters cohort and group of cohorts has its own unique set of interpersonal dynamics. Learning to effectively navigate these dynamics in a healthy and productive way is part of your learning process; thus, faculty will generally avoid intervening or interfering with student interpersonal dynamics. Masters students are encouraged to use their counseling skills to navigate potential conflicts and to promote healthy and productive relationships with each other. Cohort and inter-
cohort relational dynamics are expected to be compartmentalized in a way that prevents interference with other academic or professional roles, responsibilities, and collaborations.

**Diversity Statement**

The Idaho State University Department of Counseling values cultural awareness and equity when interacting with others and oneself. Culture includes multiple dimensions that may not be initially visible to others (i.e., physical attributes). Our department emphasizes respect and affirmation for everyone, moving beyond merely tolerance, to actively promoting the dignity, well-being, worth, and potential of all people, including those from historically marginalized populations. As a result, our department opposes racial, discriminatory, and prejudiced acts and emphasizes standards of excellence in equity, inclusion, and diversity within the framework of the Multicultural and Social Justice Counseling Competencies (Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2016).
Non-Discrimination Statement

The Idaho State University Counseling Department opposes discrimination against any individual based on age, culture, ability status, ethnicity, race, religion/spirituality, gender, gender identity and expression, sexual and affectional identity, marital/partnership status, language preference, socioeconomic status, social class, size, or unique physical characteristics.

Syllabi Statement

Please note: The ISU Department of Counseling promotes culturally responsive perspectives, emphasizing the differing experiences, cultures, histories, and perspectives of people from a variety of ethnic, gender, racial, spiritual, sexual, affectional, ability status, and social class backgrounds.
CORE DISPOSITIONS FOR COUNSELORS

The Department of Counseling faculty has a strong belief and value for foundational tendencies, or core dispositions, that are viewed as transcendent to counselor role, context, or counseling population. The following core dispositions provide a framework for student educational experiences and evaluation throughout one’s time in the program.

<table>
<thead>
<tr>
<th>Cultural Humility</th>
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<tbody>
<tr>
<td>Accepting how one’s own cultural identities and experiences affect their perspectives and awareness in understanding the cultural identities and experiences of others</td>
</tr>
<tr>
<td><strong>As evidenced by:</strong></td>
</tr>
<tr>
<td><strong>Interpersonal dimensions:</strong></td>
</tr>
<tr>
<td>➢ adopts an “other-oriented” stance that includes openness, respect, consideration, humility, and interest regarding the client’s cultural identities and experiences.</td>
</tr>
<tr>
<td>➢ adopts an “other-oriented” stance on an ongoing basis with clients, communities, society, and peers.</td>
</tr>
<tr>
<td><strong>Intrapersonal dimensions:</strong></td>
</tr>
<tr>
<td>➢ examines one’s own cultural background and social environment and how that background and environment has shaped, and shapes, their experience and perspective.</td>
</tr>
<tr>
<td>➢ exhibits awareness of one’s own values and beliefs that come from a combination of cultures in order to increase understanding of others.</td>
</tr>
<tr>
<td><strong>Power and Positionality:</strong></td>
</tr>
</tbody>
</table>
- identifies how power and privilege are present within one’s cultural identities, and how those positions impact others’ experience in personal and professional relationships.
- develops skills and action to address power imbalances at individual, community, and societal levels.

### Mindfulness

Active, open attention on the present; observing one’s thoughts and feelings without judgment; Living in the moment and awakening to experience:

**As evidenced by:**
- here-and-now awareness of thoughts and feelings in interactions with self and others in a variety of settings (class, supervision sessions, counseling sessions)
- here-and-now awareness of intentions and motivation actions within relationships (with self and others)

### Engagement

Emotional involvement and commitment to one’s own and other’s (peers, colleagues, etc.) personal and professional development

**As evidenced by:**
- demonstrating actions toward one’s own personal development (wellness plan, personal counseling)
- professional development activities (conference attendance, professional association membership, involvement in professional service and advocacy)

### Reflexivity

An awareness and exploration of one’s own belief systems, values, and needs, and their impact on relationships with self and others (peers, supervisors, faculty, clients, friends/family)

**As evidenced by:**
- confronting and challenging assumptions that are potentially harmful to self and/or others
- demonstrating appropriate personal and professional boundary management
- the ability to integrate feedback

### Curiosity

Eagerness to know, discover and generate; Interest leading to inquiry

**As evidenced by:**
- active participation in classroom learning
- enactment of a practitioner-scholar identity via community, conference, and scholarly pursuits

### Integrity

Consistent commitment to professional ethics and values of the counseling profession, holding steadfastly true to one’s commitments as a counselor in training and developing professional counselor
<table>
<thead>
<tr>
<th>As evidenced by:</th>
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<tbody>
<tr>
<td>➢ demonstrating authenticity and congruence</td>
</tr>
<tr>
<td>➢ demonstrating trustworthiness and dependability</td>
</tr>
<tr>
<td>➢ persevering in learning to become a professional counselor</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Empathy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings and thoughts of another</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>As evidenced by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ ability to express feelings, of self and others, appropriately and effectively</td>
</tr>
<tr>
<td>➢ emotional regulation and stability</td>
</tr>
<tr>
<td>➢ enactment of care and compassion toward self and others</td>
</tr>
<tr>
<td>➢ diversity consciousness</td>
</tr>
</tbody>
</table>
CACREP COMMON-CORE PROGRAM OBJECTIVES

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

Students 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.

Students 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.

Students 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.

Students 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.

Students 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.

Students 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.

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

Students 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.

Students 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
MARRIAGE, COUPLE, AND FAMILY COUNSELING SPECIALTY
PROGRAM OBJECTIVES

The master’s degree major in Marriage, Couple, and Family Counseling is designed to prepare individuals to specialize in providing Marriage, Couple, and Family Counseling in a variety of settings. Some of the settings where students will serve practicum 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, Marriage, Couple, and Family Counseling majors will:

1. Possess knowledge of the history of marriage, couple, and family counseling including philosophical and etiological premises that define the practice of marriage, couple, and family counseling.

2. Understand the structure and operations of professional organizations, preparation standards, and credentialing bodies pertaining to the practice of marriage, couple, and family counseling (e.g., IAMFC). For more specific details, please reference https://www.iamfconline.org.

3. Know the ethical and legal considerations specifically related to the practice of marriage, couple, and family counseling (e.g., ACA and IAMFC Code of Ethics). For more specific details, please reference https://www.counseling.org/.

4. Understand the implications of professional issues unique to marriage, couple, and family counseling including, but not limited to, recognition, reimbursement, and right to practice.

5. Understand the roles of marriage, 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 marriage, couple, and family counseling.

7. Understand the marriage, 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-marriage 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 marriage, couple, and family counseling.
MASTER OF COUNSELING
CLINICAL MENTAL HEALTH COUNSELING SPECIALTY
PROGRAM OBJECTIVES

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. In addition to the CACREP common-core objectives, mental health counseling majors will understand and demonstrate:

1. History and development of clinical mental health counseling.
2. Theories and models related to clinical mental health counseling.
3. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
4. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders.
5. Psychological tests and assessments specific to clinical mental health counseling.
6. Roles and settings of clinical mental health counselors.
7. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.
8. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.
9. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).
10. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.
11. Impact of crisis and trauma on individuals with mental health diagnoses.
12. Impact of biological and neurological mechanisms on mental health.
13. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.
14. Legislation and government policy relevant to clinical mental health counseling.
15. Cultural factors relevant to clinical mental health counseling.

16. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.

17. Legal and ethical considerations specific to clinical mental health counseling.

18. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.

19. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.

20. Techniques and interventions for prevention and treatment of a broad range of mental health issues.

21. Strategies for interfacing with the legal system regarding court-referred clients.

22. Strategies for interfacing with integrated behavioral health care professionals.

23. Strategies to advocate for persons with mental health issues.
MASTER OF COUNSELING
CLINICAL REHABILITATION COUNSELING SPECIALTY
PROGRAM OBJECTIVES

Clinical Rehabilitation Counseling is a systematic process which assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated settings possible through the application of the counseling process. The counseling process involves communication, goal setting, the beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions.

Foundational Dimensions:

Students will understand and apply the following knowledge to clinical rehabilitation contexts:

1. History and development of rehabilitation counseling.
2. Theories and models related to rehabilitation counseling.
3. Social science theory that addresses psychosocial aspects of disability.
4. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
5. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders.
6. Etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling.
7. Screening and assessment instruments that are reliable and valid for individuals with disabilities.

Contextual Dimensions:

Students will understand and apply the following contextual dimensions of clinical rehabilitation counseling into clinical contexts:

1. Roles and setting of rehabilitation counselors.
2. Relationships between clinical rehabilitation counselors and medical and allied health professionals, including interdisciplinary treatment teams.
3. Rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs.
4. Rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services networks.

5. Operation of an emergency management system within rehabilitation agencies and in the community in relation to accommodating individuals with disabilities.

6. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD).*

7. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.

8. Impact of crisis and trauma on individuals with disabilities.

9. Impact of biological and neurological mechanisms on disability.

10. Effects of co-occurring disabilities on the client and family.

11. Effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients’ life and career development.

12. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.

13. Effects of the onset, progression, and expected duration of disability on clients’ holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational).

14. Transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities.

15. Role of family, social networks, and community in the provision of services for and treatment of people with disabilities.

16. Environmental, attitudinal, and individual barriers for people with disabilities.

17. Assistive technology to reduce or eliminate barriers and functional limitations.

18. Legislation and government policy relevant to rehabilitation counseling.

19. Cultural factors relevant to rehabilitation counseling.

20. Professional issues that affect rehabilitation counselors, including independent provider status, expert witness status, forensic rehabilitation, and access to and practice privileges within managed care systems.
21. Record keeping, third party reimbursement, and other practice and management issues in rehabilitation counseling.

22. Professional organizations, preparation standards, and credentials relevant to the practice of clinical rehabilitation counseling.

23. Legal and ethical considerations specific to clinical rehabilitation counseling.
MASTER OF COUNSELING
SCHOOL COUNSELING SPECIALTY
PROGRAM OBJECTIVES

The general objective of the Master of Counseling (M.COUN.) School Counseling specialty program 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 organization and delivery of school counseling programs.

3. Possess the ability to design and implement a school counseling 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. Be knowledgeable of the diversity within the school environment and be able to recognize the needs of children from special populations.

7. Be able to function as a consultant to other school personnel.

8. Be familiar with the legislation and policies relevant to school counseling.

9. Understand the process of coordinating the guidance curriculum within the structure of the total school curriculum.

10. Know how to function as a school counseling advocate and as an advocate for the students.

11. Possess knowledge of standardized tests commonly utilized by school personnel.

12. Possess knowledge of career exploration and decision-making.

13. Possess skills to provide group guidance and group counseling in the schools.

14. Understand the legal and ethical issues of the school counseling specialty.
MASTER OF COUNSELING
STUDENT AFFAIRS COUNSELING
SPECIALTY 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 enrollment in the Master of Counseling program, a continuous process of advisement and assessment occurs. The continuous review process is both formal and informal. Formal processes involve semester-by-semester assessment of core dispositions, supervisor midterm and final evaluations, semester grades, and clinical skill review (i.e., ICRF) during clinical track semesters. Informal processes involve attention to day-to-day interactions within the Department, with peers, doctoral students, clients, and faculty.

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 our graduate program. Students will meet with their assigned advisor early in their first semester. Your assigned advisor serves the role of your Masters Committee Chair (see Graduate Committee Chair, page 38). Students meet with their advisor a minimum of one time during the following semesters. It is your responsibility to schedule meetings with your advisor.

Faculty expect the result of this continuous review and advisement process to produce a better match between the goals of the student and the objectives of the Master of Counseling program. The continuous review happens throughout the program with multiple decision points and action options.

Retention Policy

Department of Counseling faculty are confident that each student admitted has the potential to be successful in graduate study. Success in course work, clinical practice, case presentations, comprehensive exams, oral exam, and enactment of the core dispositions are examples of continuation standards within the Department. Such successes facilitate students’ progress toward completing a degree in the Department of Counseling. However, admission into the counseling program does not guarantee success. Faculty expect students to fully engage in all aspects of the learning environment, showing openness to new experiences and risk taking necessary to develop as a person and professional counselor. The student’s advisor plays an integral role in giving feedback to a student thus providing opportunities for continued growth and development. Engagement in all aspects of the academic experiences developed by faculty in the Department exemplify professional competence and will increase the probability of successful completion of the program.

Dismissal Policy

The Department of Counseling faculty members have a professional responsibility to serve as gatekeepers for the counseling profession. Counseling is a discipline that requires active and complex gatekeeping to protect the public welfare of our communities. In particular, gatekeeping refers to the responsibility of all counselors, counselor educators, and student counselors to intervene with counselor trainees, supervisees, professional colleagues, and supervisors who
engage in behavior that could threaten the welfare of those receiving counseling services. This responsibility is mandated in the ethical standards of both the American Counseling Association (ACA) and the National Board for Certified Counselors (NBCC) by specifying that counselors must act to rectify the problematic condition through appropriate organizational and professional channels (ACA, 2014, Section F.5.; NBCC, 2005, Section A; McAdams & Foster, 2009).

Faculty, site supervisors, and doctoral students systematically discuss and evaluate students’ progress in the program. When impediments are identified the student will be informed verbally and in writing. Impediments may include, but are not limited to, those offered by Frame and Stevens-Smith (1995):

1. inability to be open, flexible, positive, and cooperative
2. unwilling to accept and use feedback
3. unaware of impact on others
4. inability to deal with conflict and accept personal responsibility
5. inability to express feelings effectively and appropriately

The above examples are also found in the description of the Core Dispositions (see page 12). If others (i.e., faculty, doctoral level supervisors, and site supervisors) have made similar observations, the Department Chairperson, Master’s Committee Chair, or other faculty will initiate a meeting with the student to discuss the apparent impediment to progress toward professional competence. Remedies and expected behavior changes will be discussed and outlined in written and verbal form.

Students will be given specific feedback on the nature of their impediment(s) as well as steps to remove this barrier(s) to progress toward professional competency when appropriate. In many instances a Professional Progression Plan (PPP) will be crafted to provide clear and specific ways the student can improve and continue to progress in the program. However, in more extreme cases (e.g., student poses a potential harm to self or others), faculty may choose to remove the student from the program without a PPP. In such cases, faculty will meet to discuss the student’s failure to meet continuation standards (i.e., retention requirements) and a vote for dismissal will be entertained, guided by Graduate School policy.

The PPP represents a formal agreement between the Department and student who has been identified as having impediments to their progress as a counselor in training. Upon receipt of the PPP the student will review the plan and provide their signature indicating an understanding of the requirements expected and as agreement to meet the requirements described within. A student who chooses not to sign the PPP should understand this will initiate a faculty meeting to discuss the student’s failure to meet continuation standards, and a vote for dismissal will be entertained, guided by Graduate School policy. The Chairperson will inform the student of the appeals process.

Dismissal of a master’s student can be initiated in a variety of circumstances including, but not limited to, the following:

- Dismissal will occur when students violate the criteria established by the Graduate

DEPARTMENT OF COUNSELING
921 S. 8TH AVE., POCATELLO, ID 83209  1311 E. CENTRAL DR., MERIDIAN, ID 83642
208.282.3156 / 208.373.1806 OR 800.477.4781
School (See Withdraw or Dismissal in the Graduate Catalog)
http://coursecat.isu.edu/graduate/.

- Dismissal for failure to meet continuation standards related to academic and clinical competency will occur when a student:

  1. Earns a B- or below in COUN 6696 Prepracticum Counseling Techniques,
  2. OR earns a B- or below in COUN 6621 Counseling Ethics,
  3. OR earns a B- or below in COUN 6624 Cultural Counseling,
  4. OR six credits at or below 2.7 (B- or below),
  5. OR below a 3.0 GPA (B),

Or when students earn a 2.7 (B-) or below in Practicum COUN 6697 or Internship COUN 6698.

Students must complete COUN 6696, 6621, and 6624 in order to progress in the program.

6. Withdraws from a course without approval from their advisor.

Students earning a 2.7 (B-) or below in academic and/or clinical coursework have the ability to appeal and must petition and gain approval from the graduate faculty in the department in order to continue in the program. The Department of Counseling follows the Appeal Process detailed in the Appeals and Dismissals section of the ISU Graduate Catalog http://coursecat.isu.edu/graduate/

Due to the nature of the program, students can be dismissed for professional competence concerns (i.e., unrelated to success with course assignments and grades). The American Counseling Association Code of Ethics (2014) requires counselor educators provide remediation and/or dismissal from counseling programs when “they become aware of limitations that might impede performance” or when students are unable to demonstrate “they can provide competent counseling services to a range of diverse clients (6.f.b.).” As stated above, gatekeeping is an ethical mandate for counselor educators and designed to protect counselors in training and their current and future clients. Professional competence concerns that could lead to dismissal include, but are not limited to, impairment as described by Frame and Stevens-Smith (1995), academic dishonesty, ethical violations, lack of professional comportment, personal attitudes or value systems that conflict with effective counseling relationships, and personal concerns or psychopathology.

In all cases of dismissal, the student will be notified in writing by email and certified mail, return receipt requested, that he/she is dismissed and must be told in the document that he/she has the right to appeal according to the Idaho State University Graduate policy.

**Dismissal for Academic Dishonesty**

Academic Dishonesty includes, but is not limited to, cheating and plagiarism. For the
complete statement on academic dishonesty, please refer to the current ISU Graduate Catalog at http://coursecat.isu.edu/graduate/generalinfoandpolicies/academicdishonesty

Plagiarism represents the most obvious, and potent, form of academic dishonesty for a counselor and scholar. A confirmed incident of plagiarism can be career ending, particularly if the incident is deemed intentional. However, even unintentional plagiarism is still plagiarism and a serious ethical issue. This form of academic dishonesty also is of primary importance for you as a master’s student. Your understanding of the breadth of what is considered plagiarism, and the steps to avoid an incident of plagiarism, is central to your development and success as a master’s student and scholar. Here is a useful link to descriptions of plagiarism and strategies for its avoidance. https://ori.hhs.gov/avoiding-plagiarism-self-plagiarism-and-other-questionable-writing-practices-guide-ethical-writing

Other examples of ethical violations include, but are not limited to, the improper use of technology, failure to secure informed consent, breach of confidentiality, and lack of professional comportment. Lack of professional comportment, includes but is not limited to, a lack of engagement in course requirements, issues within interpersonal relationships with peers and faculty, and inappropriate use of power with clients and other students. Faculty believe the enactment of the core dispositions embodies the values of the counseling profession and deficiencies in these areas could lead to dismissal. All students are encouraged to seek counseling and attend to their mental health. A student’s unwillingness to attend to intra- or inter-personal impediments contributing to impairment may lead to dismissal.

**Dismissal Process**

Process is continuous from the start to graduation.
University policies with regard to student conduct and academic dishonesty
http://coursecat.isu.edu/graduate/.
Masters Committee Chair /Advisor

Advisor

In the Department of Counseling the definition and role of masters committee chair and advisor is based upon the Graduate School’s definition which consists of a faculty member that is assigned to the student by the program. The role of your assigned advisor is to assist you in transitioning into the program, and understanding the expectations of yourself as a student in the Department. Students should plan to meet with their advisor at least once each semester.

Per the Graduate school, the definition and role of master’s committee chair is based upon the Graduate School’s definition of “supervisory committee chair.” The master’s committee chair (hereafter “committee chair”) has much broader responsibilities than that of an advisor as you may have known an advisor to be at the undergraduate level. The committee chair not only addresses the “advising” function described above but extends this role to involve promoting and monitoring students’ personal and professional development toward becoming a professional counselor. Additionally, the committee chair assists in the monitoring of the student’s selected counseling specialty’s required skills and knowledge in service of successful completion of the oral exam, and ultimately graduation. The master’s committee chair, as part of these monitoring processes, engages in relevant gatekeeping practices as needed. In the Department of Counseling we use the term advisor more commonly than committee chair, but do be aware the role of your advisor encapsulates what the duties of committee chair as defined by the graduate school.

Graduate Committee Members

In the Department of Counseling, the graduate committee member’s role is informed by the Graduate School’s definition of a supervisory committee member. A Department of Counseling graduate committee consists of three members; committee chair, faculty member, and an assigned doctoral student. The Department Chairperson will appoint a faculty member to serve as the second committee member and a doctoral student to serve as the third member.

Advisee’s Tasks: Pocatello

First Year Students
Fall Semester Advising List
Tasks to Complete:
2. Complete the First Fall Semester Training Module below.
3. Join the American Counseling Association (ACA) and at least one division related to your specialty program or interest areas.
4. Meet with your advisor at the end of the semester and complete a core disposition review.
Forms to Submit:
1. Student Responsibility Form - Due the first day of classes
Spring Semester Advising List

Tasks to Complete:
1. Discuss your internship site for the Summer and Fall semesters.
2. Review progress on direct hours for practicum and determine if there is a need for hours to continue into the Summer semester.

Forms to Submit:
1. Program of Study - a department administrative assistant will email you a copy of your completed program of study. Review your program of study, sign, and return to the administrative assistant.

Second Year Students
Fall Semester Advising List

Tasks to Complete:
1. Verify that you are registered for the necessary number of credit hours for internship to ensure an on-time graduation. Failing to do so may delay your graduation date.
2. Complete the Final Fall Semester Training Module (see Moodle advising page)
3. Communicate with your advisor about which theoretical approach or other evidence based/informed counseling models you are using in clinical practice.
4. Confirm the dates for the National Counselor Examination (NCE) and the department comprehensive exam (CECE).
5. Schedule the NCE and CECE. More information related to the NCE, including study tips, can be found
6. Students are responsible for scheduling the NCE, and the department will schedule the CECE. Check your email for communications from an administrative assistant regarding the date of the CECE.
7. Discuss licensure paperwork with advisor.

Forms to Submit:
1. Program of Study - Verification, approval, and submission of the Program of Study Form.

Spring Semester Advising List

Tasks to Complete:
1. Verify that you are registered for the necessary number of credit hours for internship to ensure an on-time graduation. Failing to do so may delay your graduation date.
2. Seek advisor approval of poster presentation for Oral Exam.
4. Complete licensure paperwork with hours accrued at ISU.

Advisee’s Tasks: Meridian 3 year program
Second Year Students
Fall Semester Advising List
Tasks to Complete:
1. Verify that you are registered for the necessary number of credit hours for internship to ensure an on-time graduation. Failing to do so may delay your graduation date.
2. Review and gain advisor approval for any additional internship sites.
3. Review progress in accruing direct hours in internship.

Forms to Submit:
1. Program of Study - a department administrative assistant will email you a copy of your completed program of study. Review your program of study, sign, and return to the administrative assistant.

Spring Semester Advising List
Tasks to Complete:
1. Verify that you are registered for the necessary number of credit hours for internship to ensure an on-time graduation. Failing to do so may delay your graduation date.
2. Review progress of accruing direct hours in internship.

Third Year Students
Fall Semester Advising List
Tasks to Complete:
1. Verify that you are registered for the necessary number of credit hours for internship to ensure an on-time graduation. Failing to do so may delay your graduation date.
2. Complete the Final Fall Semester Training Module Below.
3. Communicate with your advisor about which theoretical approach or other evidence based/informed counseling models you are using in clinical practice.
4. Confirm the dates for the National Counselor Examination (NCE) and the department comprehensive exam (CECE).
5. Schedule the NCE and CECE. More information related to the NCE, including study tips, can be found
6. Students are responsible for scheduling the NCE, and the department will schedule the CECE. Check your email for communications from an administrative assistant regarding the date of the CECE.
7. Discuss licensure paperwork with advisor.

Forms to Submit:
1. Program of Study - Verification, approval, and submission of the Program of Study Form.
Spring Semester

Tasks to Complete:
1. Verify that you are registered for the necessary number of credit hours for internship to ensure an on-time graduation. **Failing to do so may delay your graduation date.**
2. Seek advisor approval of poster presentation for Oral Exam.
4. Complete licensure paperwork with hours accrued at ISU.

Progression in Clinical Track Classes

Students who obtain a final grade of 2.7 (B-), or lower, in any clinical track class will be dismissed from the Department of Counseling. Students who withdraw from any clinical track class, **without the prior approval of the Department**, will be dismissed from the program. Students can appeal their dismissal from the program through Departmental policy. The Counseling Department utilizes ISU’s **Appeal Policy**.

Students who receive an **unsatisfactory** grade in any lab will also be penalized in their overall grade for the course (i.e., COUN 6697, COUN 6698). In addition, this will initiate a PPP for the student in order to remediate any issues and receive a Satisfactory in the next semester. If the student receives two **unsatisfactory** grades in lab, he/she will be dismissed from the program.

Any student asked to leave his or her site will be removed from all other clinical work until such time as the Department can ascertain the severity and magnitude of the concerns and recommend whether the student is fit to continue clinical practice. Written permission from the Department must be provided to resume clinical work.

**Appeal Process**

The Department of Counseling follows the Appeal Process detailed in the ISU Graduate Catalog at [http://coursecat.isu.edu/graduate/generalinfoandpolicies/appealsanddismissals/](http://coursecat.isu.edu/graduate/generalinfoandpolicies/appealsanddismissals/). Students who wish to appeal dismissal from a graduate program, or the receipt of a specific grade, should follow the Graduate School process. Department faculty fully supports students’ right to appeal dismissal from the program.

**Program of Study Forms**

Students admitted to the Master of Counseling program may submit a Final Program of Study form following completion of COUN 6621, COUN 6627, COUN 6696, COUN 6697, 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 specialty program. 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 Committee Chair. Prior to the semester of the proposed graduation, the Final Program of Study must receive approval of a majority of the Department of Counseling graduate faculty, then the Graduate School. If the student is unable to secure the votes needed to approve the program of study the result may include a revision of the program of study, a PPP, a delay in graduation, or dismissal from the program.

**COMPREHENSIVE EXAMINATION**

All master’s degree students in the Department of Counseling are required to pass a comprehensive examination that is given on the first Friday of March. The Department uses the Counselor Education Comprehensive Examination (CECE).

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

**Professional Counseling Orientation and Ethical Practices** - studies that provide an understanding of all aspects of professional functioning including history, roles, profession organizational structures, organizations, ethics, standards, and credentialing, advocacy processes, and personal and professional self-care.

**Social and Cultural Foundations Diversity** - studies that provide an understanding of cultural identity development, theories and models of cultural counseling, multicultural counseling competencies, effects of power and privilege for counselors and clients, and strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

**Human Growth and Development** - studies that provide an understanding of the nature and needs of individuals’ at all developmental levels, and biological, neurological, and physiological factors that affect human development, functioning, and behavior.

**Career and Lifestyle Development** - studies that provide an understanding of career development, counseling and related life factors, decision-making, and strategies for advocacy, career assessment, and career development across the lifespan.

**Counseling and Helping Relationships** - studies that provide an understanding of counseling theories and models, consultation processes, counseling skills and strategies for prevention and intervention, technology relevant for the counseling process, and crisis and community-based counseling work.

**Group Counseling and Group Work** - studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.

**Assessment and Testing** - studies that provide an understanding of basic assessment and statistical concepts, use of assessments for diagnostic and intervention planning purposes, and ethical and culturally relevant strategies for assessment and testing.
Research and Program Evaluation - studies that provide an understanding of types of research and statistical methods, program and counseling practice evaluation strategies and measures, and ethical and cultural aspects of research and program evaluation.

A failing score on the CECE is defined as below 70 percent and results in the student having to take an alternative exam provided by the Department faculty. This alternative exam, with the format to be determined by the faculty for the designated area, will occur no sooner than 15 days after the Department receives the exam scores. The alternative exam is remedial in nature and focuses on ensuring that the student can evidence knowledge competency in the CACREP Core Area(s) not satisfactorily met via the CECE score. Upon determination of which CACREP Core Area(s) need to be remediated, students work with the faculty member(s) assigned to that curricular area. In the event the student does not pass the exam, graduation will/may be delayed.

ORAL EXAM POSTER PRESENTATION

Students will develop and orally present a professional poster presentation relevant to their internship setting, with the content varying for each specialty as follows:

- School Counseling to include ASCA National Model and elements of data-driven school counseling activities or other focus as approved by major program director.
- Clinical Mental Health Counseling to include individual clinical case.
- Marriage, Couple, and Family Counseling to include clinical or educational family or couple case.
- Clinical Rehabilitation Counseling to include an individual case relevant to a rehabilitation counseling setting.
- Student Affairs Counseling to include case relevant to student affairs setting.

For all specialty programs, the presentation may include prevention and advocacy components, along with remediation. Discuss specialty specific guidelines with the program director for your specialty and your advisor.

Oral Exam Poster

Poster presentations will be delivered on a department-designated day during the spring semester. A student must be approved by their committee chair for participation in the oral exam poster. This decision will be based on the current department policy for status of a student’s program of study prior to scheduling the oral exam poster. All students presenting for their oral exam poster are required to attend the full event. Each student will be assigned a designated time period to deliver their presentation and will present their poster to a review committee comprised of the student’s committee chair, one additional faculty member, and a doctoral student. This committee will engage in assessment and critique of the student’s work.

Following the student’s formal presentation, the committee will assign a passing or not passing grade. The grade must be passing for the student to complete this program requirement. In the event that a student’s oral exam poster is judged to be not passing, the committee will
develop a remediation plan to be approved by the faculty. The student’s committee chair, with guidance from the faculty, will determine the timeline for the oral exam poster remediation.

**Learning Outcomes and Oral Exam Poster Presentation Requirements**

Students will demonstrate comprehensive knowledge and skills for their specialty (Clinical Mental Health Counseling; Clinical Rehabilitation Counseling; School Counseling; Marriage, Couple & Family Counseling; or Student Affairs Counseling) by inclusion of the following in their poster presentation:

1. Case description with presenting concerns, problem, or need (individual, couple, family, institution, organization, school, or university).

2. Counseling or consultation theory or other appropriate model(s) for delivering counseling services in the specific setting.

3. Additional models or approaches integrated within the main theory or organizational approach (e.g., motivational interviewing, play therapy, expressive arts, animal assisted counseling, assisted counseling) if applicable.

4. Treatment Plan or Service Plan identifying goals, objectives, and actions.

5. Progress or outcome descriptions and relevant outcome data.

6. Ethical considerations.

7. Multicultural diversity, social justice, and inclusion factors.

8. Additional significant professional issues.

9. A minimum of ten references from the professional counseling literature, including at least two conceptual or practice-based literature references and two empirical outcome study references.

10. Comprehensive hard-copy handout for each committee member. Handouts for other attendees as needed.

In order to be eligible for the oral poster examination, students must have:

- Approval from the student’s advisor.
- Satisfactory clinical progression.
- No incompletes in previously enrolled courses.
- No outstanding assignments in currently enrolled courses.
- Personal and professional development plans completed.
- Successful case presentation/theoretical approach in Internship Lab.
The Case Presentation/Theoretical Approach

In the final semester of study, students will bring a completed Case Presentation Form (see Appendix B) and a recording of a counseling session(s) for a client they are currently counseling to COUN 6698L, Internship in Counseling Lab. Copies of the case presentation form are made for all lab members.

The case study, recording and the student’s personal theoretical approach or model for practice in counseling will be presented in COUN 6698L, Internship in Counseling Lab, to the other students and prior to the oral poster examination.

The case study presentation will include the student’s personal theoretical approach or research-informed model(s) used in counseling as related to the following areas:

1. The nature of persons.
2. Model of mental health and wellness.
3. Model of emotional distress or disturbance.
4. Assessment and intervention planning process.
5. The counseling process (The steps counselors take to assist a client in moving from a state of “emotional distress or disturbance” to “mental health and wellness.”)
6. The role of the counselor.
7. Theory-based process and outcome research.
8. Applicability to diverse clients/students and issues (Integrating multicultural competencies and diversity aspects into the counseling process).
9. Reference list.
10. Demonstration of the student’s personal theoretical counseling approach or research-informed model utilizing a video recording of a counseling session(s) of a current or recent client(s), or of a larger intervention of psychoeducational presentation appropriate to the specialty setting.
PROFESSIONAL-PERSONAL DEVELOPMENT PLANS

Professional Development Plan

The purpose of the Professional/Personal development plan is to facilitate a strong identity as a professional counselor and to demonstrate commitment to upholding a standard of professional competence and ethical practice.

Professional development is considered a lifelong process. Attention to ongoing development allows a professional counselor to continue advancing in knowledge, skills, and personal wellness. This process will ensure that the individual continues demonstrating excellence through an ever-evolving profession.

While operating from a practitioner-scholar framework, emerging counseling professionals will include the Core Dispositions, multiculturalism, social justice, and professional advocacy into their plan.

The student’s plan components may include, but are not limited to, the following:

1. Professionally Appropriate Credentialing
   a. Certificates, licenses, endorsements sought

2. Professional Association Involvement
   a. Memberships
   b. Service
      i. Committees
      ii. Offices Held
      iii. Volunteer Positions

3. Continuing Education
   a. Workshops and Conferences
   b. Consistent review of peer-reviewed professional journals.

4. Scholarship
   a. Presentations at conferences or other professional events.
   b. Conduct research.
   c. Submit manuscript for publication.

5. Professional Consultation and Supervision
   a. Seeks and provides peer consultation or supervision.
   b. Gaining supervised experience for populations, approaches, and techniques outside of current level of competence.
   c. Uses supervision and consultation to address personalization or skill deficits that interfere with professional effectiveness or client welfare.
   d. Develop awareness of intra- and interpersonal strengths and challenges in interactions with self and others.
i. Recognize and draw upon personal strengths.
ii. Address intra and interpersonal challenges as needed.

The student initiates the plan development during the first semester of study with their advisor. An initial conceptualization of the plan is due by the end of the first semester. The student continues to work from and revise the plan throughout subsequent semesters. The plan is intended to be an evolving document and the student is encouraged to add to and revise the document, along with initiating regular discussions with their committee chair on their challenges and successes with the plan. Timelines for the plan may vary based on input from the committee chair. Although the Master’s Committee Chair will support and mentor the process, the initiation and development of the Professional-Personal plan is ultimately the responsibility of the student. Students are required to submit a final plan within the second semester of the program. The purpose of the professional development plan is to demonstrate a student’s commitment to enacting the Core Dispositions transcendent to the standard work in a graduate program. The plan might identify a combination of the following:

**Personal Development Plan**

The purpose of the personal development plan is to facilitate a student's personal growth while in the program and development across all Core Dispositions. This is a private contract between the student and their Committee Chair, though initial discussion of the plan begins during the first semester of advisement. The plan might be for physical, emotional, or social development. This should be seen as a plan to begin making intra and/or interpersonal changes or develop intra and/or interpersonal qualities that will facilitate growth both personally and professionally. Details for deadlines are negotiated with student’s Committee Chair.

1. Personal wellness strategies and activities
   a. Identify and utilize social supports, both personal and professional.
   b. Attending to psychological and physical health and wellbeing.

2. Attending to potential impairment, biases, and areas for personal growth
   a. Recognize and address signs of professional fatigue that adversely impact psychological, physiological, and/or relational wellbeing.

3. Use of counseling to benefit challenges and wellness.
   a. Students are required to compete both the Professional and Personal Development Plans prior to the student’s final oral examination.

**MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS**

The Department of Counseling believes that joining and actively participating in key professional associations is an important part of one’s development as a professional counselor. As of August 2015, the Department of Counseling faculty require all graduate students in the Department of Counseling join the American Counseling Association (ACA) [http://www.counseling.org](http://www.counseling.org) and at least one division appropriate for the specialty program course.
of study or area(s) of interest. Student membership in ACA includes student malpractice insurance.

We also strongly recommend that students join both Chi Sigma Iota (CSI) International and the ISU chapter of Chi Sigma Iota *Phi Omicron Chi*. Chi Sigma Iota is the international professional counseling and academic honor society with a mission to aim for excellence in counseling leadership, advocacy, academic excellence, and practice. The CSI *Phi Omicron Chi* Chapter Faculty Advisors (CFA) will provide more information to students regarding initiation into the honor society and requirements to maintain membership.

We also strongly recommend that students affiliate with the Idaho Counseling Association (ICA) [http://www.idahocounseling.org/](http://www.idahocounseling.org/) and its divisions. We believe that the leadership provided by these associations, publications distributed, and resources offered will enhance the professional identity of each student as an emerging counselor.

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, database and web searches, multi-media presentations, and data filing and sharing applications across the internet.

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*. [https://www.isu.edu/media/libraries/student-affairs/Student-Handbook.pdf](https://www.isu.edu/media/libraries/student-affairs/Student-Handbook.pdf)

INTERNERSHIP 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 Marriage, Couple, and Family Counseling; Clinical Mental Health Counseling; Clinical Rehabilitation 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. Certification by the Commission on Rehabilitation Counselors,
4. Licensure as a counselor by any state licensing board, and
5. Employment in counseling or counseling related positions.

WALKING/HOODING IN GRADUATION

The master student must complete their oral exam no later than the Friday prior to graduation commencement ceremonies in order to walk and be hooded in the May commencement ceremony.

If the exam is completed after this time, the student has the opportunity to participate in the commencement ceremony the following May.

MATERNITY AND PATERNITY LEAVE POLICY

Title IX makes it illegal to discriminate on the basis of pregnancy, childbirth, false pregnancy, miscarriage, abortion, or related conditions, including recovery. Title IX also ensures the right of a student to take medically necessary leave and to be free of harassment, intimidation, or other discrimination because of pregnancy-related conditions. Also, any rules concerning parental, family, or marital status may not apply differently based on sex. Students will be allowed to take time off of school for pregnancy, childbirth, miscarriage, abortion and/or recovery for as long as their doctor says is medically necessary.

Time Off

Time off could mean a few absences for necessary medical appointments or longer-term leave for a high-risk pregnancy or childbirth, or as long as the doctor says is medically necessary. A student will be able to return to school with the same status they held before taking the leave.
Students should expect no penalty for taking pregnancy or parental leave as based on Title IX guidelines.

**Course Faculty Approval and Advisor Notification**

It is required that students requesting maternity/paternity leave communicate directly with the individual course instructors. Each faculty will make an individual decision regarding maternity/paternity time off based on course requirements, including but not limited to attendance arrangements, assignment deadlines, and potential student status change for lengthy leave requests. Notify your faculty advisor of your finalized leave plans as soon as possible.

**Maternity/Paternity Student Leave - Request Services Form**

To voluntarily notify the University of your pregnancy condition and request services, please complete the form using this link: https://www.isu.edu/title-ix/pregnancy/

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**PHONE, EMAIL, & SOCIAL MEDIA POLICY**

Today’s professional counselors are compelled both ethically and legally to develop and maintain appropriate professional relationships with clients. In order to facilitate the establishment of therapeutic limits and boundaries on the counseling and supervisory relationship, the following expectations apply to ISU Department of Counseling masters and doctoral students involved in the provision of counseling or supervision services in all practicum and internship settings both on and off campus:

1. Personal phone numbers, including landlines and cellphones, may not be provided to clients receiving counseling services. Counselors are encouraged to make phone contact with clients exclusively through business phones at their practicum or internship site. Similarly, text messaging or instant messaging with clients is prohibited.

2. Personal email addresses should not be provided to clients. Counselors may make appropriate contact with clients utilizing professional business email addresses only. In general, e-mail contact should be limited to appointment confirmations or rescheduling. Counselors are not to provide therapeutic services via email exchanges. Counselors are also compelled to consider client confidentiality with all electronic forms of communication.

3. Counselors must be mindful of their public presence in social media and online. Counselors should not “friend”, “like”, or make other forms of contact with current or former clients utilizing social media or other online formats. Furthermore, counselors are compelled to ensure that public communication/statements made in online or social media outlets are professionally appropriate.

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**EMOTIONAL SUPPORT ANIMALS**

The Idaho State University Department of Counseling recognizes and respects the potential positive influences of the human-animal bond on human wellness, and encourages students to
grow and learn about themselves through their relationships with their own pets at home as well as the specially trained and evaluated animals that assist Dr. Stewart in Animal Assisted Counselor Education Interventions.

However, the ISU Department of Counseling recognizes that certain unavoidable risks accompany any and all human-animal interactions, regardless of the animal’s general temperament or training. For the safety and well-being of all humans and animals in the Department of Counseling, Emotional Support Animals (ESAs) or other student pets will not be permitted in the educational environment. The only pets permitted in the educational environment are those which are specially evaluated and invited. For a list of these animals, please visit the Animal Assisted Interventions tab on the Department webpage. For more information about differentiating among service animals, therapy animals, and emotional support animals, please visit the American Veterinary Medical Association’s dedicated webpage.
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
700 W State Street, Boise ID 83720
(208) 334-3233
https://dopl.idaho.gov/

See Appendix I, Licensure Procedures Checklist, written by doctoral student Dominique Avery and revised by Dr. Judith Crews (2014).

NATIONAL BOARD FOR CERTIFIED COUNSELOR 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 (8:30 a.m. - 5:00 p.m. eastern time, M-F)
http://www.nbcc.org
Email: nbcc@nbcc.org

The NCE is given at Idaho State University (Pocatello) yearly on the third Saturday in April (application deadline late December, before holiday break) and October (application deadline early June). Second year Pocatello students and third year Meridian students will submit application and exam fee, at: https://www.nbcc.org/exams/nce by

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 Dominique Avery and Dr. Judith Crews.
SUPERVISED EXPERIENCE IN COUNSELING
ACCEPTABLE TO THE
IDAHO COUNSELOR LICENSING BOARD

The Idaho Counselor Licensing Board requires the following for licensable hours:

“Section 150 02. Supervised Experience Requirement. One thousand (1,000) hours of supervised experience in counseling acceptable to the Board. (7-1-21)

a. One thousand (1,000) hours is defined as one thousand (1,000) clock hours of experience working in a counseling setting, four hundred (400) hours of which must be direct client contact. Supervised experience in practicum taken at the graduate level may be utilized. The supervised experience includes a minimum of one (1) hour of face-to-face or one-to-one (1/1) or one-to-two (1/2) supervision with the supervisor for every twenty (20) hours of job/internship experience. (7-1-21)

b. Supervision must be provided in compliance with the ACA Code of Ethics that was adopted by the Board at the time the supervision and provided by a counselor education faculty member at an accredited college or university, Professional Counselor, registered with the Board as a supervisor, or a licensed mental health professional supervisor as defined in these rules. If the applicant’s supervision was provided in another state, it must have been provided by a counseling professional licensed by that state, provided the requirements for licensure in that state are substantially equivalent to the requirements in Idaho. (7-1-21)

In the Department of Counseling, supervision by doctoral students who have received supervision training are viewed as acceptable to the Board. The Department of Counseling prefers that students seek out practicum and internship settings that have a licensed professional counselor first, before considering a site in which supervision is provided by a different mental health professional. Your development as a professional counselor occurs not only while in class at ISU but also during your clinical experiences outside of ISU. Mentoring by a professional counselor during your clinical supervision is a vital part of your emergent identity as a professional counselor.

Please note: Students are responsible for ensuring a site supervisor is registered with the IBOL prior to accepting a site for practicum or internship.
IDAHO PUPIL PERSONNEL SERVICES SCHOOL COUNSELING ENDORSEMENT

The School Counseling program in the ISU Department of Counseling exceeds the requirements for school counselor endorsement in Idaho. In order to receive an institutional endorsement for school counseling from the ISU Department of Counseling, students must satisfactorily complete all curricular requirements in the School Counseling major, including 1000 hours of clinical experience. The Idaho State Board of Education requires clinical experience at each level: elementary, middle, and high school. In addition, up to 25% of clinical experiences may be performed outside the school setting. Therefore, School Counseling majors may accrue a maximum of 250 hours of the 1000 required in a non-school setting approved by the department faculty. Students interested in pursuing school counseling credentials outside of Idaho are advised to contact the State Board of Education in the particular state to understand the specific requirements for curricular and clinic experiences.

VERIFICATION OF SUPERVISED COUNSELING EXPERIENCES

Students are required to complete the Supervised Counseling Experience Verification Form (see Appendix E) and provide a copy for their departmental file after each semester of field experience. (Failure to provide this completed Supervised Counseling Experience Verification Form at the end of each semester of 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 field experiences:

1. COUN 6697: Individual Counseling Practicum
2. COUN 6698: Counseling Internship I and II
3. 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. Liability insurance is included with student membership in ACA. ISU will assess a $5.00 per semester fee for this additional insurance.

Students are required to complete and sign the Proof of Liability (Malpractice) Insurance form (see Appendix F) and provide the original to the Department for their departmental file during the first semester of graduate study and each Fall semester thereafter.
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 marriage, couple, family; clinical mental health, clinical rehabilitation; school; and student affairs counselors. As students across all counseling specialties graduate prepared to secure the LPC (Licensed Professional Counselor) credential, foundational clinical skills across all specialties are the bedrock of training across practicum and internship.

A central experience in the program is the clinical sequence that includes prepracticum/practicum/internship. The objective of this sequence is to help students develop the knowledge, skills, and techniques of an effective and ethical licensed professional counselor with specialized knowledge and skills relevant to their specialty program’s context.

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 foundational level and end the developmental sequence as a skilled counselor in training, ready for licensure as a Licensed Professional Counselor, and prepared for their specialty program practice. Students are viewed from a developmental lens throughout their program.

Counseling skill development is divided between four levels within the clinical block of courses.

Level One – COUN 6696, Prepracticum Counseling Techniques

COUN 6696, 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 part of this experience. Students are given the opportunity to experience the role of client and counselor.

**Student Responsibilities:**

1. Consistently demonstrate appropriate use of relationship building skills *with classmates*:
   - Acceptance and Warmth
   - Genuineness & Congruence
   - Empathy
   - Recognizing the Role of Culture within Counseling
   - Attending & Silence
   - Paraphrasing
   - Reflection of Feeling
   - Summarizing

2. Consistently demonstrate appropriate use of counseling working phase skills *with classmates*:
   - Pattern Recognition
   - Advanced Empathy
   - Immediacy
   - Broaching Behavior
   - Self-disclosure
   - Confrontation (Reflecting Discrepancies)
   - Focusing the Counseling Session
   - Probes and Open-ended Questions

3. In preparation for a student’s practicum experience (COUN 6697) students will learn appropriate ways to:
   - Provide informed consent stating limits of confidentiality
   - Begin a counseling session with a client, manage time within the session, understand phases of counseling, and termination.
   - Conduct an intake interview.
   - Suicide Assessment and Consultation with Supervisor
   - Ways to advocate as a supervisee and understanding roles and responsibilities of a practicum counseling student.

4. In cooperation with their committee chair, obtain an approved field setting for COUN 6697, Practicum in Counseling (see Appendix D).
   a. **Pocatello students must meet with their committee chair to discuss the practicum field setting before initial contact is made. Meridian students not doing COUN 6697 at the Meridian Counseling Clinic must meet with their committee chair likewise.**

5. Ensure Affiliation Agreement between ISU’s Department of Counseling and the field setting is in place (see Appendix E). Attachment A Confidentiality Understanding forms for sites with an affiliation agreement are available in the Department affiliation
agreement files.

6. Obtain necessary signatures for Affiliation Agreement with Attachment A Confidentiality Understanding. **Note**: Student’s signature on Attachment A Confidentiality Understanding must be witnessed by faculty member.

**Faculty Responsibilities:**
1. Teach and supervise the relationship building skills.
2. Teach and supervise the counseling working phase skills.
3. Prepare students with the skills required for practicum (COUN 6697) (see section 3 of COUN 6696, Prepracticum Counseling Techniques Student Responsibilities)
4. Evaluate the consistent and appropriate use of both relationship building skills, counseling working phase skills, and practicum experience skills.

**Level Two: COUN 6697, Practicum in Counseling**

*COUN 6697, Practicum in Counseling* is the first counseling experience in a field setting.

Play therapy is viewed by faculty as an important tool for many counselors, especially when counseling elementary age children or younger. Play therapy, however, should not be utilized during the first field experience (COUN 6697) unless the student has successfully completed a play therapy and/or child and adolescent counseling course. However, students in the School Counseling program may work with clients under the age of 12 during Practicum if they are concurrently enrolled in COUN 6639.

**Student Responsibilities:**
In cooperation with the committee chair obtain an approved field setting for COUN 6697, Practicum in Counseling. **Students must inform their Master’s Committee Chair to discuss the practicum field setting before initial contact is made.**

1. Ensure Affiliation Agreement between ISU’s Department of Counseling and the field setting is in place (see Appendix D). Attachment A Confidentiality Understanding forms for sites with an affiliation agreement are available in the Department affiliation agreement files.
2. Obtain necessary signatures for Affiliation Agreement with Attachment A Confidentiality Understanding. **Note**: Student’s signature on Confidentiality Understanding must be witnessed by faculty member.
3. Consistently demonstrate appropriate use of relationship building skills *with actual* clients (see COUN 6696, Prepracticum Counseling Techniques, requirements--see Level One on page 51).
4. Consistently demonstrate appropriate use of counseling working skills *with actual clients* (see COUN 6696, Prepracticum Counseling Techniques, requirements--see Level One on page 51).
5. 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 seasoned practitioners.
6. Consistently demonstrate appropriate use of client’s theme(s) in the counseling session.
7. Conceptualize client(s) dynamics during field staffing and group supervision.
8. Develop strategies to remedy personal limitations, personalization issues and skill development.
9. Conceptualize ethical and legal responsibilities inherent in the setting.
10. Consistently attend and participate in individual/triadic and group supervision sessions.
11. Obtain lab supervisor initials on completed Practicum/Internship Weekly Log each week.
12. Submit completed Student Evaluation Forms to faculty lab instructor on Taskstream (see Appendix D).
13. Submit completed Supervised Counseling Experiences Verification form and Practicum/Internship Weekly Log(s) to lab supervisor on Taskstream at the end of clinical experience.
   a. Secure faculty signature on Supervised Counseling Experiences Verification form and scan into a pdf file for uploading to Taskstream.

Faculty Responsibilities:
1. Meet with Internship Coordinator with student to discuss and approve potential practicum field setting.
2. Ensure that the site has been reviewed by a faculty representative to validate the site’s appropriateness.
3. 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 Confidentiality Understanding. (See Appendix D)
4. Ensure ethical treatment of the client during individual/triadic and group supervision.
5. Provide supervision to assist the student in meeting the responsibilities for COUN 6697.
6. Provide weekly individual/triadic supervision utilizing recordings of counseling sessions (1 hr/wk).
7. Provide weekly group supervision utilizing recordings of counseling sessions (1–1½ hr/wk).
8. Maintain communication with the site supervisor.
9. Facilitate students’ incorporation of basic and advanced counseling skills into counseling practice once #1 and #2 (Student Responsibilities above) are achieved to faculty satisfaction.

Site Supervisor Responsibilities:
1. Provide appropriate clients for student given their developmental level.
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 student in acquiring and developing counseling/consulting skills appropriate to the field placement. Supervision may be accomplished by viewing live counseling sessions from behind a two-way mirror or reviewing a videotape of the counseling session with the student.
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 D).
Level Three - COUN 6698, Internship (first 6 credits)

COUN 6698, Internship in Counseling, is a field placement that provides the student the opportunities to develop their selected theory of counseling and refine their counseling skills.

Student Responsibilities:
1. In cooperation with the Internship Coordinator, obtain an approved field setting for COUN 6698, Internship in Counseling. **Students must get approval from their Faculty Advisor 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). Attachment A Confidentiality Understanding forms for sites with an affiliation agreement are available in the Department affiliation agreement files.
3. Obtain necessary signatures for Affiliation Agreement with Attachment A Confidentiality Understanding. **Note:** Student’s signature on Confidentiality Understanding must be witnessed by committee chair.
4. Develop and demonstrate counseling skills and strategies appropriate to their adopted counseling theory.
   a. **Marriage, Couple & Family Counseling students only:** begin accruing marriage, couple, and family counseling hours. Must complete a total of 100 hours (25% of total client contact required) with couples and/or families upon completion of program.
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 6698) and group supervision. (COUN 6698L) sessions.
9. Meet with university doctoral supervisor one hour per week for supervision if required.
10. Obtain lab supervisor initial on completed Practicum/Internship Weekly Log each week.
11. Submit completed Student Evaluation forms on Taskstream.
12. Submit completed Supervised Counseling Experiences Verification form and Practicum/Internship Weekly Log(s) on Taskstream at end of clinical experience.
   a. Secure doctoral student supervisor signature on verification form.
13. In consultation with your committee chair, and site supervisor, develop plan for Culturally Responsive Activity (can be done throughout 6698).

**Departmental Doctoral Supervisor Responsibilities:**
1. Determine that student has met with their Faculty Advisor regarding proposed internship field setting.
2. Determine that the Affiliation Agreement with signed Attachment A Confidentiality Understanding is in place. (See Appendix D).
3. Provide supervision that assists the student in meeting the responsibilities for COUN
Provide weekly individual/triadic supervision utilizing recordings of actual counseling sessions (1 hr/wk) if required of the student.

5. Provide weekly group supervision utilizing recordings of actual counseling sessions (1–1½ hr/wk).

6. Protect and help the clients during supervision.

7. Maintain communication with the site supervisor.

8. Provide monthly progress reports to student’s Committee Chair and/or lab supervisor.

9. Discuss, approve, and monitor student’s Culturally Responsive Activity.

Site 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 site supervisor to sit in on live counseling sessions.
6. Maintain communication with the faculty supervisor and/or committee chair.
7. Complete the student evaluation form collaboratively with the student (See Appendix D).
8. Discuss, approve, and supervise student’s Culturally Responsive Activity.

Level Four - COUN 6698, Internship in Counseling (7+ credits)

COUN 6698, 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 their Faculty Advisor, obtain an approved field setting for COUN 6698, Internship in Counseling. Students must get approval from their Faculty Advisor before initial contact is made.
2. Ensure Affiliation Agreement between ISU’s Department of Counseling and the field setting is in place. (See Appendix D)
3. Obtain necessary signatures for Affiliation Agreement with Attachment A Confidentiality Understanding. Note: Student’s signature on Confidentiality Understanding must be witnessed by their Faculty Advisor. Attachment A Confidentiality Understanding forms for sites with an affiliation agreement are available from the Department affiliation agreement files.
4. Consistently demonstrate counseling skills and strategies appropriate to their setting and relevant theoretical models.
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/triad (COUN 6698) and group (COUN 6698L) supervision sessions.
8. Obtain initials of faculty lab instructor on completed Practicum/Internship Weekly Log each week during lab.
9. Submit completed Student Evaluation form on Taskstream (see Appendix D).
10. Submit completed Supervised Counseling Experiences Verification form and Practicum/Internship Weekly Log(s) on Taskstream at end of clinical experience.
11. For Marriage, Couple, and Family Counseling majors, ensure 100 hours (or 25% of client load) of total clinical contact during Internship be with couples and families. 
a. Secure on-site supervisor signature on verification form.
12. In consultation with your committee chair, and site supervisor, develop plan for Culturally Responsive Activity (can be done throughout 6698).

**Departmental Doctoral Supervisor Responsibilities:**

1. 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 D)
2. Provide weekly group supervision utilizing a recording of actual counseling sessions (1–1½ hr/wk).
3. Provide supervision to assist students in meeting their responsibilities for COUN 6698.
4. Maintain communication with the site supervisor.
5. Provide regular progress reports to student’s Master’s Committee Chair and the lab supervisor, and lab instructor (i.e., faculty).
6. Discuss, approve, and monitor student’s Culturally Responsive Activity.

**Site 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 D).
6. For Marriage, Couple, and Family Counseling majors, ensure 100 hours (25% of client load) of clinical contact be with couples and families.
7. Discuss, approve, and supervise student’s Culturally Responsive Activity.

**ADDITIONAL STUDENT AND SUPERVISOR RESPONSIBILITIES FOR COUNSELING PRACTICUM AND INTERNSHIP EXPERIENCES**

**COUN 6697, Practicum**
1. Student is required to clear the practicum placement through the appropriate administrative office (of the agency or school district), with the site supervisor, and with their committee chair (see Appendix E). **Students must meet with the committee chair to discuss the practicum field setting before initial contact is made.** School Board approval is mandatory for placement in Pocatello/Chubbuck School District No. 25. Student and faculty/departmental supervisor (committee chair) must notify their Faculty Advisor of intentions well in advance of placement so that he can request School Board approval. (See Practicum/Internship Pocatello/Chubbuck 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 are with individual clients.

4. The site supervisor will screen clients to assure that they are appropriate for a counselor in training in their first practicum.

5. The practicum student will be responsible for meeting the time commitments required by the site, the site supervisor, and the faculty/departmental supervisor.

6. The site 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 site supervisor, and the faculty/departmental/lab supervisor will maintain consistent communication during the student’s practicum and internship experience.

8. See program planning sheet at [https://isu.edu/counseling/programs/masters-program/](https://isu.edu/counseling/programs/masters-program/) (Master’s Programs) for specific requirements for each major.

9. The site supervisor will complete the student evaluation form collaboratively with the student (See Appendix D) at mid-term and at the last supervision session.

**COUN 6698, 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 site supervisor, and with the committee chair (see Appendix E). **Students must get approval from their Faculty Supervisor before initial contact is made.** School Board approval is mandatory for placement in Pocatello/Chubbuck School District No. 25.
2. The student is responsible for having the Affiliation Agreement with Attachment A Confidentiality Understanding signed and returned to the Department before providing counseling services.

3. Marriage, Couple, and Family Counseling; Student Affairs Counseling; Clinical Mental Health Counseling; Clinical Rehabilitation Counseling; and School Counseling majors must complete a 900-hour internship.
   a. a minimum of 40% of direct service with clients in individual, couple, family, or group counseling contexts, or client contexts fitting of the specialty (e.g., school counseling, and student affairs).
   b. general duties expected of a professional counselor in the setting,
   c. a minimum of one hour per week of individual/triadic supervision (using videotape and/or direct observation) by the site supervisor,
   d. a minimum of 1–1½ hour per week of group supervision by a faculty/departmental supervisor.

4. The site 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 and can be individual, couple, family group sessions, classroom guidance or other school-based interventions.

5. The site supervisor should be involved in the selection of clients appropriate for the student’s development during their internship experience.

6. The internship student will be responsible for meeting the time commitments required by the site, site supervisor, and the faculty/departmental supervisor.

7. The site supervisor, during the weekly individual supervision, will discuss clients, assignments, facilities, evaluations, or other topics that are pertinent to the student's internship experience.

8. The student, the site supervisor, and the faculty/departmental/lab supervisor will maintain consistent communication throughout the student's internship experience.

9. The site supervisor will complete the student evaluation form collaboratively with the student (See Appendix D) at mid-term and the final supervision session.

10. See program planning sheet at https://isu.edu/counseling/programs/masters-program/ (Master’s Programs) for specific requirements for each major.
<table>
<thead>
<tr>
<th>Counseling Area</th>
<th>Course Code</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Marriage, Couple, &amp; Family Counseling</strong></td>
<td>COUN 6696</td>
<td>3 crs</td>
<td>100 hrs</td>
</tr>
<tr>
<td></td>
<td>COUN 6697</td>
<td>2 crs</td>
<td>100 hrs</td>
</tr>
<tr>
<td></td>
<td>COUN 6698</td>
<td>18 crs</td>
<td>900 hrs</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>1000 hrs</strong></td>
</tr>
<tr>
<td><strong>Clinical Mental Health Counseling</strong></td>
<td>COUN 6696</td>
<td>3 crs (Prerequisite)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN 6697</td>
<td>2 crs</td>
<td>100 hrs</td>
</tr>
<tr>
<td></td>
<td>COUN 6698</td>
<td>18 crs</td>
<td>900 hrs</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>1000 hrs</strong></td>
</tr>
<tr>
<td><strong>Clinical Rehabilitation Counseling</strong></td>
<td>COUN 6696</td>
<td>3 crs (Prerequisite)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN 6697</td>
<td>2 crs</td>
<td>100 hrs</td>
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<tr>
<td></td>
<td>COUN 6698</td>
<td>18 crs</td>
<td>900 hrs</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>1000 hrs</strong></td>
</tr>
<tr>
<td><strong>School Counseling</strong></td>
<td>COUN 6696</td>
<td>3 crs (Prerequisite)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN 6697</td>
<td>2 crs.</td>
<td>100 hrs</td>
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<tr>
<td></td>
<td>COUN 6698</td>
<td>18 crs</td>
<td>900 hrs</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>1000 hrs</strong></td>
</tr>
<tr>
<td><strong>Student Affairs Counseling</strong></td>
<td>COUN 6696</td>
<td>3 crs (Prerequisite)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COUN 6697</td>
<td>2 crs</td>
<td>100 hrs</td>
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<tr>
<td></td>
<td>COUN 6698</td>
<td>18 crs</td>
<td>900 hrs</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>1000 hrs</strong></td>
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</tbody>
</table>

**100 hours (25%) must be with couples and families**
SPECIFIC ROLES AND RESPONSIBILITIES
OF THE SITE SUPERVISOR

1. The site supervisor should assist the practicum/internship student in understanding the clinical context and issues inherent in providing counseling in the particular setting.

2. The site supervisor should explain the counseling roles expected in the particular clinical context, relationships with other service providers/professionals to facilitate the practicum/internship student’s understanding of the "system."

3. The site supervisor should arrange for the practicum/internship student to observe individual, couple, and family counseling, group work, case staffing, and related duties before giving the student the responsibility for these activities.

4. The site supervisor should plan to monitor the activities of the practicum/internship student and to intercede wherever deemed necessary. The site supervisor may also wish to use the services of other counselors on staff for the practicum/internship student’s supervision.

5. Whenever appropriate, the practicum/internship student should observe the site supervisor in group, individual, couple or family counseling, client consultations, case conferences, and other activities.

6. The practicum/internship student should be encouraged to participate in any in-service programs.

7. The site 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).

8. The site supervisor will provide a minimum of one hour per week of individual/triadic supervision reviewing a recorded counseling session, or observing a live session, for practicum/internship students.

9. Providing a place for practicum/internship student to counsel usually presents some difficulty for the site supervisor. The practicum/internship student should be provided with as much privacy as possible, however.

10. The site supervisor will complete the student evaluation form collaboratively with the student (See Appendix E) at mid-term and at the last supervision session.

11. The site supervisor should maintain regular communication with faculty supervisor.

12. Site supervisor will sign 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 site supervisor after necessary approval signatures have been obtained.
SPECIFIC ROLES AND RESPONSIBILITIES 
OF THE 
FACULTY/DEPARTMENTAL SUPERVISOR

1. The faculty advisor will verify that the Affiliation Agreement with Attachment A Confidentiality Understanding is signed by the site supervisor and returned to the Department before counseling services are provided by the student. A faculty member 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 advisor will contact the site supervisor and student throughout the semester to monitor student progress.

3. The Department of Counseling will provide opportunities for orientation and in-service training of site supervisors.

4. For Pocatello campus students, a doctoral student may provide one hour per week of individual/triadic supervision for practicum and first six credits of internship. For Meridian students in their second year, they will receive weekly supervision from a departmental supervisor (i.e., doctoral student) and site supervisor; in their third year internship supervision will be provided weekly by site supervisors.

5. The faculty/departmental supervisor will provide a minimum of one and one-half hours per week of group supervision for practicum and internship students.

6. The faculty/departmental supervisor will provide opportunities for regular evaluation of practicum and internship students.

7. The faculty/departmental supervisor will provide opportunities for individual consultation with internship students.

8. Faculty will discuss, approve, and supervise student’s Culturally Responsive Activity.

Culturally Responsive Internship Activities
- Practicum: 2 credits
- 4 indirect hours of culturally responsive activity.
- Internship: 18 credits
- 540 indirect hours total; 36 indirect hours need to be culturally responsive.

Culturally Responsive Activity Suggestions:
Cultural assessment of Internship site
- Complete a cultural assessment of site policies and procedures and providing suggestions to your site
- Create a form for student to follow as a way of assessment?

Conference Proposal
● Submit a proposal and/or present on a multicultural or social justice issues at a conference

Webinar
● Watch a webinar that focuses on multiculturalism or social justice (Association for Multicultural Counseling & Development puts them out at least monthly); Submit screenshots of the webinar for accountability
● Must ask at least 1-2 questions at webinar - Write a reflection of insight gained from questions
  ○ Screenshot questions for accountability

Write an article for a newsletter or other academic venue
● Regarding a specific population or specific issue within a population

Advocacy Plan
● Developing an advocacy plan for a group/population in your area

Developing and updating an in depth cultural resource guide
● Specific populations within the community -
● Must involve actual on-site outreach to the resources

Cultural immersion activity
● Activity would need to be pre-approved by advisor
  ○ Meant as way to challenge students and encourage them to step outside of their comfort zone

Multicultural Lab Presentation
You will do a 30 minute presentation on a multicultural topic. You must have this topic approved by your lab facilitators by email prior to presenting. You will have some freedom on what you would like to present. Evidence that you are challenging yourself and pushing your comfort zone in multicultural competency. The presentation should include these elements:
● Identification and discussion on a multicultural topic beyond your current familiarity
● Application to personal growth and awareness; self-reflection
● Application to clinical work with clients

Examples of multicultural topics include: a cultural immersion experience, an interview with a person of a marginalized identity, research and discussion on an identity development model, or research and discussion (or action) on a timely multicultural social justice topic

9. The faculty/departmental supervisor will provide summative and a final evaluation of practicum and internship students.
REQUIREMENTS FOR ADMISSION TO
PREPRACTICUM, PRACTICUM, AND INTERNSHIP

COUN 6621, 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 6621, Professional Orientation and Ethics.

2. All students must have previously completed or concurrently be enrolled in COUN 6627, Conceptualizing Counseling Theory; COUN 6696, Prepracticum Counseling Techniques; COUN 6624 Cultural Counseling, or have permission of the instructor.

COUN 6696, 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 6696, Prepracticum Counseling Techniques.

2. All students must have previously completed or concurrently be enrolled in COUN 6621, Professional Orientation and Ethics; and COUN 6624, Cultural Counseling.

COUN 6697, Practicum in Counseling

1. All classified degree-seeking students who have obtained a GPA of 3.0 or better in COUN 6696, Prepracticum Counseling Techniques; and COUN 6621, Professional Orientation and Ethics; COUN 6624, Cultural Counseling; and an overall GPA of 3.0 or better in all Counseling courses will be admitted to COUN 6697, Practicum in Counseling.

2. In addition, students earning a 2.7 (B-) or below in clinical coursework must petition and gain approval from the graduate faculty in the Department in order to continue in the program.

COUN 6698, Internship in Counseling

1. All classified students who have received a GPA of 3.0 or better in COUN 6697, Practicum in Counseling, are eligible to enroll for COUN 6698, Internship in Counseling.

2. Students earning a 2.7 (B-) or below in COUN 6698 must petition and gain approval from the graduate faculty in the Department in order to continue in the program. The Department of Counseling follows the Appeal Process detailed in the Appeals and Dismissals section of the ISU Graduate Catalog [http://coursecat.isu.edu/graduate/](http://coursecat.isu.edu/graduate/).

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.
Required background checks may be completed through the online services of CastleBranch.com. The package cost is $45.00, and is paid online at the time of application submission. To complete the background check:

- Visit CastleBranch.com
- Click on the "Place Order" button
- Enter in the Package Code: ID84, and click the "Submit" button
- Follow the directions to set up your myCB account, and submit your background check.

Please remember that you will need to monitor your background check after it has been submitted.

To be best prepared for beginning practicum/internship on time, the Department encourages you to get a background check during your first 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. Course syllabi, texts, and lectures are more detailed and are viewed as the standard for each course.

All Courses (COUN 6697, COUN 6698)

A combination of fifty (50) clock hours is required for each university credit hour taken. Each university credit requires 20 hours of direct client contact and 30 hours of indirect contact (indirect contact is further separated into: individual/triadic supervision, group supervision/lab, and any other hours at your site not engaged in the previously described “indirect” activities). For example, COUN 6697 for two credits requires 100 hours. Of these 100 hours the following breakdown is used for a semester-long experience (15 weeks):

<table>
<thead>
<tr>
<th></th>
<th>Semester Requirements</th>
<th>Weekly Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual/triadic supervision by ISU Faculty/Department</td>
<td>15.0hr/wk</td>
<td>1.0 hr/wk</td>
</tr>
<tr>
<td>Group/lab supervision by ISU Faculty/Department Supervisor</td>
<td>22.5 hours</td>
<td>1.5 hrs/wk</td>
</tr>
<tr>
<td>Minimum of 40% direct contact with clients</td>
<td>40.0 hours</td>
<td>2.7 hr/wk</td>
</tr>
<tr>
<td>Indirect (other) hours (e.g., other appropriate duties like paperwork, case preparation, case notes, clinical case research, consultation w/ teachers, culturally responsive activity [internship only] etc.)</td>
<td>22.5 hours</td>
<td>1.5 hrs/wk</td>
</tr>
<tr>
<td>Total Hours</td>
<td>100 Hours</td>
<td>approx 7.5/week minimum</td>
</tr>
</tbody>
</table>

Students must experience at least two different field placements during their clinical experience which includes COUN 6697- Practicum in Counseling and COUN 6698- Internship in Counseling.
SEMESTERLY CLINICAL PAPERWORK CHECKLIST

All forms identified in this checklist are to be filled out for each practicum/supervision site and for each supervisor every semester. All forms are to be completed using Taskstream. Some forms are native to Taskstream and other forms will need to be uploaded as a digital file.

Beginning of Semester Prior to Accruing Hours:
_____ PROOF OF LIABILITY (MALPRACTICE) COVERAGE
_____ PRACTICUM/INTERNSHIP FIELD APPROVAL AND SETTING INFORMATION FORM
_____ ATTACHMENT A - CONFIDENTIALITY UNDERSTANDING FORM (not needed for ISU clinics)
_____ LETTER OF INTENT TO PRACTICE IN DISTRICT 25 (if applicable)

Mid Semester:
_____ MID TERM STUDENT EVALUATION
_____ SUBMISSIONS OF CLINICAL HOUR LOGS

End of Semester:
_____ SUPERVISED COUNSELING EXPERIENCES VERIFICATION FORM
_____ PRACTICUM/INTERNSHIP STUDENT EVALUATION OF FIELD SETTING
_____ PRACTICUM/INTERNSHIP STUDENT EVALUATION OF SITE SUPERVISOR
_____ FINAL EVALUATION
_____ COMPLETED LOG OF HOURS
PRACTICUM/INTERNSHIP FIELD SETTING APPROVAL AND INFORMATION FORM

Each semester, the student must (in cooperation with their Master’s Committee Chair) complete a Practicum/Internship Field Setting Approval and Information Form (see Appendix D) and ensure an Affiliation Agreement with Attachment A Confidentiality Understanding is in place between ISU’s Department of Counseling and the field setting (See Appendix D). Submission of this form generates a letter to the site supervisor providing Department information and expresses the Department’s gratitude for their willingness to provide placement opportunities to the Department. **Students must initiate contact with faculty advisor to inform faculty advisor of practicum site. Formal approval from their Faculty Advisor is required prior to making contact with a field placement.** For students in the school counseling track, School Board approval is mandatory for placement in Pocatello/Chubbuck School District No. 25. You and your faculty/departmental supervisor (Master’s Committee Chair) must notify your Faculty Advisor 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 SCHOOL DISTRICT NO. 25

Pocatello/Chubbuck School District No. 25 in Pocatello requires that the practicum/internship student complete the Practicum/Internship Pocatello/Chubbuck School District No. 25 Request Form (see Appendix D) in addition to the Practicum/Internship Field Setting Approval form. This process is coordinated by the school counselor who has agreed to serve as your on-site supervisor.

Please see Background Check and Drug Testing (page 63) for specific information on background check requirements.

POLICY REGARDING COUNTING HOURS DURING BREAKS

Accreditation requires students to accrue hours toward practicum and internship credit only when lab supervision is offered. Therefore, during ISU’s academic calendar breaks (i.e., between semesters) when there is no lab supervision provided, students are not permitted to count clinical hours. If a student wants to continue providing counseling at their field site due to client continuity or their own developmental process, they may volunteer their time. If a student is interested in volunteering at their site, the site supervisor must submit a letter or email to your advisor or the lab supervisor before the beginning of the break that specifies the site supervisor’s understanding that the student will not be receiving supervision through the program for this time period and that the site assumes all legal liability and ethical responsibility for your work. Please find below a sample statement that must be sent from your site supervisor to your current faculty lab supervisor or advisor before the break:

DEPARTMENT OF COUNSELING
921 S. 8TH AVE., POCATELLO, ID 83209   1311 E. CENTRAL DR., MERIDIAN, ID 83642
208.282.3156 / 208.373.1806 OR 800.477.4781
"I, (site supervisor) understand that (student name) will not be receiving supervision through Idaho State University for the time between (dates of volunteering) and that (site name) assumes all legal liability and ethical responsibility for his or her work."

**LIABILITY (MALPRACTICE) INSURANCE**

1. All counseling students are required to join ACA and maintain membership throughout their program of study. Liability (malpractice) insurance for the prepracticum/practicum/internship student will be provided by the American Counseling Association (ACA) Liability Insurance.

2. Liability (malpractice) insurance for the faculty supervisor will be provided by the faculty supervisor having ACA Liability Insurance or some other professional policy.

3. Liability (malpractice) insurance for the field supervisor will be provided by the employing agency or held privately.

**PRACTICUM AND INTERNSHIP FIELD SELECTION**

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

The Department of Counseling has compiled a database that provides students with information regarding various field settings in the Southeast Idaho and Boise area. The listings can be obtained by asking the Department Administrative Assistant. 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? If not, does the potential site supervisor meet state requirements as a “registered supervisor?”

- 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 a private office or other confidential setting available to the student.

• Number of positions available at the field setting.

• The field setting must allow video recording 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 6697 and 6698.

7. Developmentally appropriate use of counseling skills.

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 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, models, 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, theoretically-based approach to counseling, or alignment with models of practice consistent with the setting.


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/departmental and site supervisor.

**TASKSTREAM CHECKLIST FOR MASTER’S CLINICAL EXPERIENCES**

The following checklist has been created for your convenience to assist you as you complete your Taskstream requirements during your practicum and internship clinical experiences. Please review all requirements and pay attention to deadlines. Failure to complete Taskstream requirements in a timely manner may result in (a) a lowered grade for your clinical experience course, (b) suspension of accrual of clinical hours until requirements are met, and/or (c) removal from your clinical experience. This sheet has been developed to serve as a guide but ultimately, please refer to the master’s handbook and your practicum/internship instructors for explicit requirements.

The department will do their best to give timely reminders for Taskstream submissions and assist you and your site supervisor(s), but ultimately, it is your responsibility to ensure that both you and your site supervisor complete all submissions on time and in the correct location. If you experience issues with Taskstream, please let us (Dr. Steve Moody or the graduate assistant (GA) assisting Dr. Moody) know and we will be happy to help! Fall 2021 office hours are also available; please email Dr. Moody (moodste2@isu.edu) or the GA.

**Checklist of expectations for completing the Taskstream requirements each semester**

At the beginning of the semester:
- Review Taskstream and clinical experience requirements on the syllabus and in the handbook.
- Obtain individual liability insurance, compatible with program expectations.
- Decide which site will be which in Taskstream (i.e., “PCC will be 6698 fall site 1/spring site 1).
- Meet with your supervisor and review Taskstream together (i.e., logging on together telling them which site they are such as “6698 spring site 1 or site 2” and discuss expectations).
- Note 6697 refers to practicum in counseling; 6698 refers to internship in counseling.

To be uploaded at the beginning of the semester:
- Proof of Liability Insurance (reference your ACA account, upload cover sheet for your individual, not group insurance).
- Field Setting information and Approval
  - Needs to be evaluated by site supervisor after you input your information.
- Attachment A - confidentiality form; indicate if you have an exemption or not by making a choice on Taskstream and if there is no exemption, upload the document signed by yourself.
and faculty. Contact the Administrative Assistant Lori Medellin (medelori@isu.edu) for this form.

- Letter of Intent - District 25 (only applicable to school counselors in D25; signed by yourself, a D25 representative and the principle).

At midterm, completed by ________:

- Collaborate with supervisor to ensure they complete the midterm site supervisor (CCS or ICRF) evaluation and place it in the correct location on Taskstream; review the results together.
  - Note: make sure to inform your supervisor that if they have not observed a skill on the CCS or ICRF evaluation, they should indicate with N/A instead of a zero. Supervisors can indicate a zero if they feel you have not met the requirements for the skill. Evaluation scores will factor into grades for practicum and internship.
- Review Taskstream and ensure all your previous requirements are complete.

To be uploaded near the end of the semester, completed by ________:

- Collaborate with supervisor to ensure they complete the final evaluation in correct location.
  - Note: make sure to inform your supervisor that if they have not observed a skill on the CCS or ICRF evaluation, they should indicate with N/A instead of a zero. Supervisors can indicate a zero if they feel you have not met the requirements for the skill. Evaluation scores will factor into grades for practicum and internship.
- You evaluate your site (not seen by site, helps future students).
- You evaluate your supervisor (not seen by your supervisor, helps future students and ISU; for site / supervisor issues, talk to your advisor or the internship coordinator).
- Upload signed biweekly logs all in one file, signed on each sheet by yourself and your supervisor (make sure direct / super / total hours meet requirements for the number of credits you have)
- Upload verification of supervised experience (excel cover sheet) indicating credit hours and total hours signed by yourself and faculty; ensure hours match credits.
- Review all requirements for accuracy and completion

Did not finish your hours? In case you will be extending past the deadline:

- Email the faculty internship lab coordinator / faculty and the doctoral assistant; advanced notice preferred; they will email you back with specific instructions for how to proceed.
- You will receive an incomplete grade for your clinical experience until hours are completed.
- When you do complete these hours, notify both doctoral assistant and internship coordinator / faculty adviser again by email and follow instructions.
- Remember, changing an incomplete grade takes time as many administrative approvals are needed.

If you have any questions, please email the faculty lab coordinator / your advisor or the doctoral assistant. However, before doing so, please review this checklist and syllabus first.

Troubleshooting for Common Issues:
- Email the Taskstream doctoral assistant, if:
  - You have more than 2 sites in a semester.
- You believe you need to upload items into an atypical section such as “extra site 1”.
- You or your supervisor accidentally uploaded an item into the wrong location.
- You do not think you will be able to meet a Taskstream deadline, especially if due to special circumstances.
- You have general questions about Taskstream.

- Email faculty internship coordinator or faculty advisor if:
  - You have issues with your supervisor at your site.
  - You leave your site for whatever reason.
  - You have questions about an incomplete grade.

- Email the counseling department administrative assistant, Lori Medellin, at medelori@isu.edu if:
  - Your supervisor has reported they do not have access to evaluate you or not in the appropriate location.

**INTERNSHIP COMPETENCY RATING FORM (ICRF)**

The ICRF (See Appendix D) provides an overview of student learning outcomes for clinical experiences. Students are to have each supervisor complete the ICRF across the semesters. This is to be completed by using Taskstream. Your lab supervisor and site supervisor will always complete the ICRF each semester. Based upon your progress through your program, you may also have weekly faculty or doctoral supervision. When you are meeting weekly with faculty or a doctoral student, they will complete the ICRF also. Supervisors will need to update the ICRF each week during supervision to indicate when a skill has been demonstrated. The same evaluation will be used across the semester with the goal of each supervisor being able to document the skills that were demonstrated during the semester.

**PRACTICUM/INTERNSHIP STUDENT EVALUATION FORM**

The Student Evaluation form (see Appendix D) must be completed by the site supervisors at each location working with the student (site, faculty, doc student, etc.) in collaboration with the student. The Department uses the Counseling Competencies Scale – Revised, for this evaluation. All evaluation forms are to be submitted to the faculty lab supervisor through Taskstream 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, students will complete the Practicum/Internship Evaluation of Field Setting Supervisor form (See Appendix D).
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).
RECORDING EQUIPMENT

This section is designed as an overview of recording and equipment considerations. It offers general guidelines that 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 is essential for supervision to take place. If the recording 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 recording equipment will come with a built-in microphone. Some machines give the option of plugging in an external microphone. 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. An external microphone or lapel microphone can significantly enhance the quality of the recording. Test the equipment at your setting.

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

Digital Video Recorders: It is suggested that students should purchase a video recording device that utilizes flash drive storage instead of DVD. This will enable to students to upload content to the Departments video review software and storage.

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 recording equipment two to three feet from the recording source.
3. 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.

Recorded Sessions: Recorded sessions can be problematic regarding confidentiality. Be sure that client names are not written on the tape or box, if used. Site 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 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. Regard recordings as being as confidential as the session itself. The client’s confidentiality is of paramount concern and no identifying information of the client’s should be on the recording.
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 are merely examples for students: (1) D.A.P., and (2) S.O.A.P. Note: SOAP notes are the format used for work in both the Pocatello and Meridian Counseling Clinics.

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 is 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 subjective portion might be, "the client states she is devastated following her divorce." While the objective portion might indicate "the client arrived on time and was oriented x3."

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 site 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 site 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 recommends consulting with the faculty and site supervisors before terminating a client during the practicum or internship experience.

**EVALUATION OF STUDENTS AND SUPERVISORS**

Students will be evaluated by faculty/departmental supervisor and/or the site 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 Internship Clinical Rating Form (ICRF, see Appendix D) must be completed by the site supervisor in collaboration with the student. All evaluation forms are to be submitted to the faculty lab supervisor through Taskstream at mid-term and at the last supervision session.

Supervisors will be evaluated by students at the end of the practicum and internship experiences. The evaluations will be conducted by the Department Administrative Assistant during lab(s) completed through using Taskstream.
CODE OF ETHICS

The Department of Counseling abides by the Code of Ethics of the American Counseling Association http://www.counseling.org/resources/aca-code-of-ethics.pdf 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 http://www.counseling.org/resources/aca-code-of-ethics.pdf (Section B.2.a) state:

**The general requirement that counselors keep information confidential does not apply when disclosure is required to protect clients or identified others from serious and foreseeable harm or when legal requirements demand that confidential information must be revealed. Counselors consult with other professionals when in doubt as to the validity of an exception. Additional considerations apply when addressing end-of-life issues.**

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. For more specific detail, please reference ACA Code of Ethics at http://www.counseling.org/resources/aca-code-of-ethics.pdf.

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 non-accidental physical or emotional injury caused by the intentional acts or omissions of the child's parents or caretakers.

*Physical abuse*: Non-accidental 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 site 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 call 239-6200 or the afterhours number is 235-5869. Or call the Pocatello Police at 234-6121, the Bannock County Sheriff at 236-7111, or the Chubbuck Police at 237-7172.

In Nampa call 465-8452 or Boise 334-6800. Or call the police department in Meridian, Nampa, or Boise.

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.

Intent to Harm Self or Others

Certain civil and criminal cases have had a profound effect 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 site supervisors.
APPENDIX A

SAMPLE
PROGRAM OF STUDY
FORM
# Graduate Program of Study

**Degree:** M.Coun  
**Major:** Marriage, Couple, and Family Counseling

## Student Information

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**DEPARTMENT OF COUNSELING**  
921 S. 8TH AVE., POCATELLO, ID 83209  
1311 E. CENTRAL DR., MERIDIAN, ID 83642  
208.282.3156 / 208.373.1806 OR 800.477.4781
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**Thesis ☐ / Non-Thesis ☐**

**Notes:** (Substitutes/Waivers/Notes – Add additional pages as needed)

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**Student Signature**  
**Advisor Signature**  
**Graduate Coordinator (If Applicable)**  
**Department Chair (If Applicable)**  
**Dean (If Required by College)**  
**Dean of Graduate School**

### Total Credits

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### GRADUATE SCHOOL REVIEW ONLY

☐ Transfer Credit Form Received  
☐ Classified Status  
☐ All Final Official Transcripts Received
### Degree Program of Study

**Degree:** M. Coun  
**Major:** Clinical Mental Health Counseling

#### STUDENT INFORMATION

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**Thesis ☐ / Non-Thesis ☐**

**Notes:** (Substitutes/Waivers/Notes – Add additional pages as needed)

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**Student Signature**

**Advisor Signature**

**Graduate Coordinator (If Applicable)**

**Department Chair (If Applicable)**

**Dean (If Required by College)**

**Dean of Graduate School**

**Total Credits**

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### GRADUATE SCHOOL REVIEW ONLY

- ☐ Transfer Credit Form Received
- ☐ Classified Status
- ☐ All Final Official Transcripts Received
### Graduate Program of Study

#### Degree: M.Coun  Major: School Counseling

**STUDENT INFORMATION**

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| Email: Click here to enter text. |
| Phone number: Click here to enter text. |
| Bengal ID: Click here to enter text. |

| Expected Graduation Date: Choose an item. Choose an item. |
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**Thesis ☐ / Non-Thesis ☐**

**Notes:** (Substitutes/Waivers/Notes – Add additional pages as needed)

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**Student Signature**

**Department Chair (If Applicable)**

**Advisor Signature**

**Dean (If Required by College)**

**Graduate Coordinator (If Applicable)**

**Dean of Graduate School**

**Total Credits**

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**GRADUATE SCHOOL REVIEW ONLY**

☐ Transfer Credit Form Received  ☐ Classified Status  ☐ All Final Official Transcripts Received
**Degree:** M.Coun  
**Major:** Student Affairs Counseling

### STUDENT INFORMATION

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- **Phone number:** Click here to enter text.
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**Major:** Clinical Rehabilitation Counseling

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<tr>
<td>COUN 6611</td>
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<td>Choose an item.</td>
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<tr>
<td>COUN 6612</td>
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<td>COUN 6697</td>
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<td>Internship in Counseling Lab</td>
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### Electives (2 credits)

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### Thesis ☐ / Non-Thesis ☐

#### Notes: (Substitutes/Waivers/Notes – Add additional pages as needed)

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<thead>
<tr>
<th>Student Signature</th>
<th>Department Chair (If Applicable)</th>
<th>Total Credits</th>
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<tr>
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<td>Dean (If Required by College)</td>
<td>600 Level</td>
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<tr>
<td>Graduate Coordinator (If Applicable)</td>
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#### GRADEGRADUATE SCHOOL REVIEW ONLY

- ☐ Transfer Credit Form Received
- ☐ Classified Status
- ☐ All Final Official Transcripts Received
APPENDIX B

CASE PRESENTATION FORM
CASE PRESENTATION FORM

Format

1. Counselor's Name: _____________________________ Session # _____________

2. Setting: _____________________________ Date: __/__/________

3. Client's Name: _____________________________

Relevant cultural and identify information:

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

Relevant assessment and diagnostic information: (from current or previous professional assessment and client report as related to the counseling service.)

5. 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:

9. Relevant Research:

10. Culturally relevant issues/challenges:

11. Group Feedback:

12. Other
APPENDIX C

PERMISSION TO RECORD
(Consent Form)

And

RELEASE OF INFORMATION
I, _____________________________________, give ______________ ___________________________,
(Client* or Client’s Parent or Guardian) (Counselor-in-Training)
a student in the Department of Counseling at Idaho State University, permission to audio/video record our
counseling sessions, and/or have visual records and observations of me uploaded to a secure webhosting
service** for storage and viewing. I understand that the contents of the recordings may be reviewed with
a training supervisor, counseling faculty, supervision group and/or Oral Exam committee members. I have
been informed that the contents of the recordings are considered confidential and will not be shared in any
other way than described above without my written permission.***

I am in agreement that the use of these recordings and observations is to increase the effectiveness of the
student’s counseling by provision of instruction and feedback. Furthermore, I understand that my name
shall not be used in connection with these recordings. I agree that the material from these recordings
cannot and will not be used for any purpose other than those specified above.

I understand that my counselor is a graduate student in counseling, is not yet licensed and is under the
supervision of a qualified supervisor.

Client Signature ________________________________ Date ________________________________

Signature of Parent/Guardian if Client is a minor _______________________________________

*The term “client” as used herein refers to any person receiving services.

**The secure webhosted service is titled Panopto. The video sessions will be stored upon an online storage drive and
made viewable to only the counselor in training, their ISU Counseling Department Supervisor, their ISU Faculty
Supervisor, and Site Supervisor. Permission to view the video will require a password known only to the counselor
in training, their ISU Counseling Department Supervisor, and their ISU Faculty Supervisor. The recorded video
sessions will be stored for the duration of the current semester then deleted entirely from the online storage drive. At
any time, you the client can request that the video be deleted or specify videos you do not wish to be uploaded to the
online storage drive.

***Clients have the right to confidentiality. Information shared with permission will be kept confidential within the
professional setting. There are, however; legal exceptions to this right; information must be shared under the
following circumstances:
(a) when ordered by the court, or
(b) when the counselor and a training supervisor determine that an individual may present a threat to self or others.
(c) Idaho law requires the report of any known or suspected instance of child or adult abuse or neglect.

It is understood that all information disclosed within these sessions will otherwise be kept confidential and will not
be released to anyone outside of the agency without written permission, except where disclosure is required by law.

NOTE: A signed and dated permission form MUST be obtained for each client, prior to any recording (audio or
video).
Panopto Technology Guide

What is Panopto
Panopto is video content management system (VCMS). This means that users* of Panopto are able to record and or upload video sessions to an online storage system.

How does Panopto work
Panopto allows users to log in to a password protected webhosted service to upload videos via a secure connection. Users are assigned a folder to which they can save their videos. These videos can then be played back online.

How does ISU’s Department of Counseling protect the video sessions
We secure videos through a combination of methods. Our first method is to assign each user a unique password that only allows them access to their folders, videos, and recording capacity. Second, we restrict the permission to view each user’s folder. For example, an intern’s folder will only be viewable by the user, their doctoral supervisor, and their faculty supervisor. Third, we will be deleting videos once they have been viewed by the faculty supervisor or the current semester of study expires. Lastly, we enforce strict policies contained within our Department’s student manual that specifies the locations that videos may be viewed outside of supervision. For example, users are not permitted to play back videos in public spaces or in the presence of others not associated with their supervision. The viewing of videos is intended to be a private activity.

Is Panopto secure
Panopto uses SSL** in the web interface to encrypt all sensitive user information. The Panopto server uses password hash checking. Passwords are not stored as plaintext.

Why change how we record sessions
We feel that in keeping up with emerging technologies that we provide more efficient and secure training opportunities for our students. The level of ease and sophistication of security of Panopto is far superior to our previous methods of physically recording and carrying sensitive client information on tapes, DVDs, or hard drives. Although using a server based video content management system is never 100% safe we feel the use of this system helps us to guarantee a level of security unreachable before now.

Your understanding and comfort using Panopto is important to us and we wish to continue providing education and training on how to make the use of Panopto as successful as it can be. If at any time you have questions, please feel free to contact the following individuals

ISU Department of Counseling’s Chair David Kleist: (208) 282-4315, kleidavi@isu.edu
Internship Coordinator Pocatello: Dr. Ngoni Mpofu, ngonidzashempofu@isu.edu and Internship Coordinator Meridian: Laura Boddicker,
ISU Department of Counseling Panopto Technology Coordinator. Chad Yates: (208) 282-3158, yatechad@isu.edu

Definitions
*Users include the following: counseling master’s students enrolled in practicum and internship, ISU Counseling Department Supervisors (assigned doctoral students), and ISU faculty members.

** SSL (Secure Sockets Layer) is the standard security technology for establishing an encrypted link between a web server and a browser. This link ensures that all data passed between the web server and browsers remain private and integral.
Panopto Viewing Guide

Panopto provides a viewing experience that allows users to view uploaded videos from their personal computers, mobile devices, or counseling department computers. Provided the freedom of these viewing options it is important for users to ensure the proper security of recorded material.

When viewing video please abide by the following security measures:

- Please watch videos in a private location away from unauthorized users.
- Please use headphones to ensure audio is not overheard.
- Please log out of Panopto when you have finished recording or viewing your videos.
- When viewing videos with your supervisor please only watch videos relevant to your site location.
- When you have ensured that your video is uploaded to Panopto’s online server please delete the copy of the recording on your personal computer.

How to Delete Your Panopto Videos

Panopto saves a video recording of your recording to the user’s computer to upload to the online server. Once the video has been uploaded it can be deleted from the user’s personal computer. Deleting the video on the personal computer once its uploaded will help protect the security of the of the video content.

- Within Panopto Recorder choose the manage recordings link.
- Click on the video and select delete from the action buttons on the bottom left of the screen (see image below).
Deleting Online Videos on Panopto

Once videos have been recorded and uploaded they will remain on Panopto’s online server until deleted by the user or the counseling department faculty. To ensure security it is important to delete videos that are no longer needed.

- Discuss with your site and faculty supervisor when to delete videos after viewing them.

- Upon the completion of the academic calendar (May) videos saved to Panopto will be deleted by the Counseling Department Faculty, unless other arrangements have been made by the student.

To delete the online videos:

- Select the video you wish to delete.

- Click the delete (trash can) button and select ok. (see image below).
RELEASE OF INFORMATION

I, ________________________________, authorize Idaho State University, Department of Counseling, Pocatello Counseling Clinic, to receive information, verbally or in written form, from ________________________________ regarding services currently being rendered to myself or my children.

The Pocatello Counseling Clinic in the Department of Counseling at Idaho State University requests the following information regarding the above mentioned:

1. ________________________________________________________________
   __________________________________________________________________

2. __________________________________________________________________
   __________________________________________________________________

3. __________________________________________________________________
   __________________________________________________________________

I understand that the above information will be used to facilitate my experience in the Pocatello Counseling Clinic of the Department of Counseling at Idaho State University. I also understand that this release of information will expire 6 months from ____________ (present date), and all information received in written form will be destroyed within 6 months from the above date.

______________________________
Client Name (please print)

______________________________  ________________  ________________
Client Signature               Date             Witness Signature Date
RELEASE OF INFORMATION

I, ________________________________, authorize Idaho State University, Department of Counseling, Meridian Counseling Clinic, to receive information, verbally or in written form, from ___________________________ regarding services currently being rendered to myself or my children.

The Meridian Counseling Clinic in the Department of Counseling at Idaho State University requests the following information regarding the above mentioned:

1. __________________________________________________________________________

2. __________________________________________________________________________

3. __________________________________________________________________________

I understand that the above information will be used to facilitate my experience in the Meridian Counseling Clinic of the Department of Counseling at Idaho State University. I also understand that this release of information will expire 6 months from _____________ (present date), and all information received in written form will be destroyed within 6 months from the above date.

________________________________________
Client Name (please print)

________________________________________
Client Signature                      Date

________________________________________
Witness Signature                      Date
APPENDIX D

PRACTICUM
AND
INTERNSHIP
FORMS
Student will obtain the information to complete the approval form in Taskstream.

Form: "Practicum/Internship Field Approval and Setting Information-Revised 1"

Created by: ISU Counseling Manager
Created On: 05/12/2016 2:51 PM (MDT); Last edited: 05/12/2016 3:18 PM (MDT)
Created With: Taskstream - Advancing Educational Excellence

* = Response is required

Requirement
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.

* Student:
No answer specified

* Semester:
☐ Fall ☐ Spring ☐ Summer
☐ Year:

* Course Number:
☐ COUN 6697, Practicum in Counseling ☐ COUN 6698, Internship in Counseling

* Course Number of Credits:

* Faculty Supervisor:
No answer specified

* Field Supervisor:
No answer specified

* Field Supervisor is an IBOL Registered Supervisor
☐ Yes ☐ No

* Field Supervisor Phone
No answer specified

* Field Supervisor E-Mail
No answer specified

* Field Placement (Include School District No. if applicable)
No answer specified

Practicum/Internship Field Approval And Setting Information Form cont.
Address, City, State, Zip Code
No answer specified

Off-Site Supervisor (If applicable):
No answer specified

Address, City, State, Zip Code (If applicable)
No answer specified

Phone/E-mail (If applicable):
No answer specified

FIELD SETTING:

* Title of Field Location
No answer specified

DATES:

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<th>End Date:</th>
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<td>No answer specified</td>
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Day(s) of Week

- [ ] Monday
- [ ] Tuesday
- [ ] Wednesday
- [ ] Thursday
- [ ] Friday

Time:

- [ ] 9:00-10:00am
- [ ] 10:00-11:00am
- [ ] 11:00am-12:00pm
- [ ] 12:00-1:00pm
- [ ] 1:00-2:00pm
- [ ] 2:00-3:00pm
- [ ] 3:00-4:00pm
- [ ] 4:00-5:00pm
- [ ] 5:00-6:00pm
Practicum/Internship Field Approval And Setting Information Form cont.

☐ 6:00-7:00pm
☐ 7:00-8:00pm

* The field setting provides an appropriate private setting for counseling with video recording capabilities.
☐ Yes ☐ No

* The field setting provides a sufficient number of client hours to meet departmental requirements (minimum 1.3 hours per week per 1 credit).
☐ Yes ☐ No

* The field setting provides the type of clients consistent with my present level of training.
☐ Yes ☐ No

* The field supervisor meets departmental requirements (e.g., experience, degree, major, certificates, license).
☐ Yes ☐ No

* The field supervisor will provide one hour per week of 1:1 supervision live or via a recording.
☐ Yes ☐ No

* Affiliation Agreement between ISU’s Department of Counseling and field setting is in place.
☐ Yes ☐ No

* Student has read, signed and faculty advisor has witnessed student’s signature on Attachment A Confidentiality Understanding of the Affiliation Agreement.
☐ Yes ☐ No
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 2021 - 2022 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.

Supervision for the above activities will be provided by the school site 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 parent’s 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)  C:/Manuals
Copy: School District No. 25 Supervisor/Principal  Rev. 8/11
Student
### Field Setting and Faculty/Departmental Supervisor's Evaluation of Master's Practicum Internship Student

**Internship Competency Rating Form (ICRF)**

**CACREP 2016, Clinical Mental Health**

<table>
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<tr>
<th>No Demo</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Above Expectations</th>
<th>Exceeds Expectations</th>
<th>Score/Level</th>
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<tbody>
<tr>
<td>The intern comes to supervision prepared to discuss work and is open to feedback and suggestion</td>
<td>No Demo</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Above Expectations</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>The intern recognizes own limitations and seeks additional supervision and/or consultation when unsure how to proceed.</td>
<td>No Demo</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Above Expectations</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
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</tr>
<tr>
<td>The intern participates in feedback exchange with peers and supervisor (i.e., giving feedback, hearing feedback, and incorporating feedback into subsequent client work) appropriately during supervision sessions. This is evidenced by the implementation of feedback with clients and peers.</td>
<td>No Demo</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Above Expectations</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>The intern demonstrates good organization and task management skills, reports, notes, summaries, and all documents are maintained appropriately and completed by due dates</td>
<td>No Demo</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Above Expectations</td>
<td>Exceeds Expectations</td>
</tr>
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</tr>
<tr>
<td>The intern demonstrates professionalism by being on time, dressing appropriately, and by conducting themselves in a manner that is appropriate to the setting</td>
<td>No Demo</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Above Expectations</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>Cultural Humility - The intern can recognize how their cultural identities and experiences affect their perspectives and has awareness of the cultural identities and experiences of others</td>
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<td></td>
</tr>
<tr>
<td>No Demo</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Above Expectations</td>
<td>Exceeds Expectations</td>
<td></td>
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<thead>
<tr>
<th>Mindfulness - The intern demonstrates awareness of the present moment, observing their thoughts and feelings without judgment, and can be present in the here and now of session and supervision</th>
</tr>
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<tbody>
<tr>
<td>No Demo</td>
</tr>
</tbody>
</table>
| Engagement -  
The intern demonstrates an emotional involvement and commitment to their own personal and professional development | No Demo | Below Expectations | Meets Expectations | Above Expectations | Exceeds Expectations |
| Reflexivity -  
The intern is aware and open to exploring their own belief systems, values, and needs, and their impact on relationships with self and others (peers, supervisors, faculty, clients) | No Demo | Below Expectations | Meets Expectations | Above Expectations | Exceeds Expectations |
<table>
<thead>
<tr>
<th>Curiosity -</th>
<th>No Demo</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Above Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The intern demonstrates an eagerness for understanding leading to future inquiry</td>
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<table>
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<th>Integrity -</th>
<th>No Demo</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Above Expectations</th>
<th>Exceeds Expectations</th>
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<tbody>
<tr>
<td>The intern engages in consistent commitment to upholding the ethics and values of the counseling profession</td>
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<table>
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<tr>
<th>Empathy -</th>
<th>No Demo</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Above Expectations</th>
<th>Exceeds Expectations</th>
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</thead>
<tbody>
<tr>
<td>The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings and thoughts of another</td>
<td></td>
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</table>
The intern adheres to ethical standards of professional counseling organizations and credentialing bodies and applies ethical and legal considerations to counseling (2.F.1.i)

<table>
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</table>

**Standards**

**USA- CACREP 2016 Standards (2015)**

**Area:** SECTION 2: PROFESSIONAL COUNSELING IDENTITY

**Standard:** COUNSELING CURRICULUM

**Indicator:** F. The eight common core areas represent the foundational knowledge required of all entrylevel counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

**Indicator:** 1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

**Sub-Indicator:** i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

The intern engages in strategies for

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<td><strong>Sub-Indicator:</strong> 1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</td>
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<td><strong>Sub-Indicator:</strong> k. strategies for personal and professional self-evaluation and implications for practice</td>
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<tr>
<td><strong>Sub-Indicator:</strong> c. multicultural counseling competencies</td>
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**The intern demonstrates multicultural counseling competencies when working with clients/students. (2.F.2.c)**

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The intern understands the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (2.F.2.d)

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**Standards**

**USA- CACREP 2016 Standards (2015)**

**Area:** SECTION 2: PROFESSIONAL COUNSELING IDENTITY

**Standard:** COUNSELING CURRICULUM

**Indicator:** F. The eight common core areas represent the foundational knowledge required of all entrylevel counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

**Indicator:** 2. SOCIAL AND CULTURAL DIVERSITY

**Sub-Indicator:** d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others
### Standards

**USA- CACREP 2016 Standards (2015)**

**Area:** SECTION 2: PROFESSIONAL COUNSELING IDENTITY

**Standard:** COUNSELING CURRICULUM

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**Indicator:** 3. HUMAN GROWTH AND DEVELOPMENT

**Sub-Indicator:** e. biological, neurological, and physiological factors that affect human development, functioning, and behavior

<table>
<thead>
<tr>
<th>The intern understands systemic and environmental factors that affect human development, functioning, and behavior (2.F.3.f)</th>
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**Sub-Indicator:** f. systemic and environmental factors that affect human development, functioning, and behavior
The intern understands approaches for conceptualizing the interrelationships between work, mental well-being, relationships, and other life roles and factors (2.F.4.b)

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**USA- CACREP 2016 Standards (2015)**

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**Standard:** COUNSELING CURRICULUM

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**Indicator:** 4. CAREER DEVELOPMENT

**Sub-Indicator:** b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors

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<th>The intern can implement into</th>
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### Standards

**USA- CACREP 2016 Standards (2015)**

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**Standard:** COUNSELING CURRICULUM

**Indicator:** F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

**Indicator:** 5. COUNSELING AND HELPING RELATIONSHIPS

**Sub-Indicator:** a. theories and models of counseling

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<td><strong>Indicator:</strong></td>
<td>5. COUNSELING AND HELPING RELATIONSHIPS</td>
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<tr>
<td><strong>Sub-Indicator:</strong></td>
<td>a. theories and models of counseling</td>
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</table>
The intern demonstrates ethical and culturally relevant strategies for designing and/or facilitating groups (2.F.6.g)

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**Standards**

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**Indicator:** F. The eight common core areas represent the foundational knowledge required of all entrylevel counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

**Indicator:** 6. GROUP COUNSELING AND GROUP WORK

**Sub-Indicator:** g. ethical and culturally relevant strategies for designing and facilitating groups

The intern understands
**procedures for identifying trauma and abuse and for reporting abuse and neglect**  

(2.F.7.d)

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<td><strong>Indicator:</strong></td>
<td>7. ASSESSMENT AND TESTING</td>
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<tr>
<td><strong>Sub-Indicator:</strong></td>
<td>d. procedures for identifying trauma and abuse and for reporting abuse</td>
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<tr>
<th>The intern understands the use of assessments for diagnostic and intervention planning purposes</th>
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**Indicator:** F. The eight common core areas represent the foundational knowledge required of all entrylevel counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

**Indicator:** 7. ASSESSMENT AND TESTING

**Sub-Indicator:** e. use of assessments for diagnostic and intervention planning purposes
### Standards

**USA- CACREP 2016 Standards (2015)**

**Area:** SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

**Standard:** 1. FOUNDATIONS

**Indicator:** c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

<table>
<thead>
<tr>
<th>The intern understands the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (5.C.1.c)</th>
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### Standards

**USA- CACREP 2016 Standards (2015)**

**Area:** SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

**Standard:** 2. CONTEXTUAL DIMENSIONS

**Indicator:** j. cultural factors relevant to clinical mental health counseling

<table>
<thead>
<tr>
<th>The intern demonstrates cultural factors relevant to clinical mental health counseling (5.C.2.j)</th>
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<th>Below Expectations</th>
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The intern understands cultural factors relevant to clinical mental health counseling.
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<tr>
<td><strong>Standard:</strong> 3. PRACTICE</td>
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<tr>
<td><strong>Indicator:</strong> b. techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
<td><strong>Indicator:</strong> d. strategies for interfacing with integrated behavioral health care professionals</td>
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<table>
<thead>
<tr>
<th>The intern understands strategies for interfacing or collaborating with integrated behavioral health care professionals</th>
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CACREP 2016, Rev. 1- ICRF Clinical Rehabilitation
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<th>Exceeds Expectations</th>
<th>Score/Level</th>
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<tbody>
<tr>
<td>The intern comes to supervision prepared to discuss work and is open to feedback and suggestion</td>
<td>No Demo</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Above Expectations</td>
<td>Exceeds Expectations</td>
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<tr>
<td>The intern recognizes own limitations and seeks additional supervision and/or consultation when unsure how to proceed.</td>
<td>No Demo</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Above Expectations</td>
<td>Exceeds Expectations</td>
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The intern participates in feedback exchange with peers and supervisor (i.e., giving feedback, hearing feedback, and incorporating feedback into subsequent client work) appropriately during supervision sessions. This is evidenced by the implementation of feedback with clients and peers.

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The intern demonstrates good organization and task management skills, reports, notes, summaries, and all documents are maintained appropriately and completed by due dates.

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<tr>
<td>The intern demonstrates professionalism by being on time, dressing appropriately, and by conducting themselves in a manner that is appropriate to the setting</td>
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<tr>
<td>The intern can recognize how their cultural identities and experiences affect their perspectives and has awareness of the cultural identities and experiences of others</td>
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### Mindfulness -
The intern demonstrates awareness of the present moment, observing their thoughts and feelings without judgment, and can be present in the here and now of session and supervision

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### Engagement -
The intern demonstrates an emotional involvement and commitment to their own personal and professional development

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<tr>
<td>Reflexivity - The intern is aware and open to exploring their own belief systems, values, and needs, and their impact on relationships with self and others (peers, supervisors, faculty, clients)</td>
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<td>Curiosity - The intern demonstrates an eagerness for understanding leading to future inquiry</td>
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<tr>
<td>Integrity - The intern engages in consistent commitment to upholding the ethics and values of the counseling</td>
<td>No Demo</td>
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### Empathy - The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings and thoughts of another

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<tr>
<th>The intern adheres to ethical standards</th>
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</table>
The intern engages in strategies for personal and professional self-evaluation and implications for practice (2.F.1.k)

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The intern demonstrates multicultural counseling competencies when working with clients/students. (2.F.2.c)

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Standard: COUNSELING CURRICULUM

Indicator: F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

Sub-Indicator: d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others

Standards
USA- CACREP 2016 Standards (2015)

Area: SECTION 2: PROFESSIONAL COUNSELING IDENTITY

Standard: COUNSELING CURRICULUM

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Sub-Indicator: e. biological, neurological, and physiological factors that affect human development, functioning, and behavior

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Standards
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Sub-Indicator: e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
The intern understands systemic and environmental factors that affect human development, functioning, and behavior (2.F.3.f)

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<tr>
<td><strong>Indicator:</strong> 3. HUMAN GROWTH AND DEVELOPMENT</td>
<td></td>
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<tr>
<td><strong>Sub-Indicator:</strong> f. systemic and environmental factors that affect human development, functioning, and behavior</td>
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<tr>
<th>The intern understands</th>
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</table>

The intern can implement into practice theories and models of counseling (2.F.5.a)

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<td><strong>Indicator:</strong> 4. CAREER DEVELOPMENT</td>
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<td><strong>Sub-Indicator:</strong> b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors</td>
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</tr>
<tr>
<td><strong>Sub-Indicator:</strong> a. theories and models of counseling</td>
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</tbody>
</table>
The intern can utilize essential interviewing, counseling, and case conceptualization skills (2.F.5.g)

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<tr>
<td><strong>Sub-Indicator:</strong> g. essential interviewing, counseling, and case conceptualization skills</td>
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<tr>
<th>The intern demonstrates ethical</th>
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**Standards**

**USA- CACREP 2016 Standards (2015)**

**Area:** SECTION 2: PROFESSIONAL COUNSELING IDENTITY

**Standard:** COUNSELING CURRICULUM

**Indicator:** F. The eight common core areas represent the foundational knowledge required of all entrylevel counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

**Indicator:** 5. COUNSELING AND HELPING RELATIONSHIPS

**Sub-Indicator:** g. essential interviewing, counseling, and case conceptualization skills
and culturally relevant strategies for designing and/or facilitating groups (2.F.6.g)

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<td><strong>Sub-Indicator:</strong></td>
<td>g. ethical and culturally relevant strategies for designing and facilitating groups</td>
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| The intern understands procedures for identifying trauma and abuse and for reporting abuse and neglect (2.F.7.d) |
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<td><strong>Sub-Indicator:</strong></td>
<td>d. procedures for identifying trauma and abuse and for reporting abuse</td>
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The intern understands the use of assessments for diagnostic and intervention planning purposes (2.F.7.e)

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**Indicator:** F. The eight common core areas represent the foundational knowledge required of all entry level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

**Indicator:** 7. ASSESSMENT AND TESTING

**Sub-Indicator:** e. use of assessments for diagnostic and intervention planning purposes

The intern understands the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (5.D.1.d)

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**Standards**

**USA- CACREP 2016 Standards (2015)**

**Area:** SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

**Standard:** 1. FOUNDATIONS

**Indicator:** d. principles, models, and documentation formats of bio-psychosocial case conceptualization and treatment planning
The intern understands how to navigate rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs (5.D.2.c)

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**Standards**

**USA- CACREP 2016 Standards (2015)**

**Area:** SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

**Standard:** 2. CONTEXTUAL DIMENSIONS

**Indicator:** c. rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs

The intern can conduct diagnostic interviews, mental

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status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs

(5.D.3.a)

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<td>Area: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS</td>
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<tr>
<td>Standard: 3. PRACTICE</td>
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Indicator: a. diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs

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<th>CACREP 2016, Rev. 1- ICRF Marriage, Couple and Family</th>
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<tr>
<td>No Demo</td>
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<thead>
<tr>
<th>The intern comes to supervision prepared to discuss work and is open to feedback and suggestion</th>
<th>No Demo</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Above Expectations</th>
<th>Exceeds Expectations</th>
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</thead>
<tbody>
<tr>
<td>The intern recognizes own limitations and seeks additional supervision and/or consultation when unsure how to proceed.</td>
<td>No Demo</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Above Expectations</td>
<td>Exceeds Expectations</td>
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The intern participates in feedback exchange with peers and supervisor (i.e.,
giving feedback, hearing feedback, and incorporating feedback into
subsequent client work) appropriately during supervision sessions. This is
evidenced by the implementation of feedback with clients and peers.

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<tr>
<td>The intern demonstrates good organization and task management skills, reports, notes, summaries, and all documents are maintained appropriately and completed by due dates</td>
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<td>Below Expectations</td>
<td>Meets Expectations</td>
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<td>The intern demonstrates professionalism by being on time, dressing appropriately, and by conducting themselves in a manner that is appropriate to the setting</td>
<td>No Demo</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
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<tr>
<td>Cultural Humility</td>
<td>No Demo</td>
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<td>Meets Expectations</td>
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<td>The intern can recognize how their cultural identities and experiences affect their perspectives and has awareness of the cultural identities and experiences of others</td>
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<tr>
<th>Mindfulness</th>
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<tbody>
<tr>
<td>The intern demonstrates awareness of the present moment, observing their thoughts and feelings without judgment, and can be present in the here and now of session and supervision</td>
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<td>Engagement -</td>
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<td>Exceeds Expectations</td>
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<tr>
<td>The intern demonstrates an emotional involvement and commitment to their own personal and professional development</td>
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<th>Reflexivity -</th>
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<tbody>
<tr>
<td>The intern is aware and open to exploring their own belief systems, values, and needs, and their impact on relationships with self and others (peers, supervisors, faculty, clients)</td>
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<td>Curiosity -</td>
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<td>The intern demonstrates an eagerness for understanding leading to future inquiry</td>
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<th>Integrity -</th>
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<tbody>
<tr>
<td>The intern engages in consistent commitment to upholding the ethics and values of the counseling profession</td>
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<th>Empathy -</th>
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<tr>
<td>The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings and thoughts of another</td>
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The intern adheres to ethical standards of professional counseling organizations and credentialing bodies and applies ethical and legal considerations to counseling (2.F.1.i)

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<tr>
<td><strong>Indicator:</strong> 1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</td>
</tr>
<tr>
<td><strong>Sub-Indicator:</strong> i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</td>
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The intern engages in strategies for

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personal and professional self-evaluation and implications for practice

**Standards**

**USA- CACREP 2016 Standards (2015)**

**Area:** SECTION 2: PROFESSIONAL COUNSELING IDENTITY

**Standard:** COUNSELING CURRICULUM

**Indicator:** F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

**Indicator:** 1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

**Sub-Indicator:** k. strategies for personal and professional self-evaluation and implications for practice

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The intern demonstrates multicultural counseling competencies when working with clients/students. (2.F.2.c)

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**Standards**

**USA- CACREP 2016 Standards (2015)**

**Area:** SECTION 2: PROFESSIONAL COUNSELING IDENTITY

**Standard:** COUNSELING CURRICULUM

**Indicator:** F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

**Indicator:** 2. SOCIAL AND CULTURAL DIVERSITY

**Sub-Indicator:** c. multicultural counseling competencies
The intern understands the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (2.F.2.d)

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<td><strong>Sub-Indicator:</strong> d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others</td>
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**Area:** SECTION 2: PROFESSIONAL COUNSELING IDENTITY

**Standard:** COUNSELING CURRICULUM

**Indicator:** F. The eight common core areas represent the foundational knowledge required of all entry level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

**Indicator:** 3. HUMAN GROWTH AND DEVELOPMENT

**Sub-Indicator:** e. biological, neurological, and physiological factors that affect human development, functioning, and behavior

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<table>
<thead>
<tr>
<th>The intern understands systemic and environmental factors that affect human development, functioning, and behavior (2.F.3.f)</th>
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**Standard:** COUNSELING CURRICULUM

**Indicator:** F. The eight common core areas represent the foundational knowledge required of all entry level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

**Indicator:** 3. HUMAN GROWTH AND DEVELOPMENT

**Sub-Indicator:** f. systemic and environmental factors that affect human development, functioning, and behavior
The intern understands approaches for conceptualizing the interrelationships between work, mental well-being, relationships, and other life roles and factors (2.F.4.b)

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**Standards**

**USA- CACREP 2016 Standards (2015)**

**Area:** SECTION 2: PROFESSIONAL COUNSELING IDENTITY

**Standard:** COUNSELING CURRICULUM

**Indicator:** 4. CAREER DEVELOPMENT

**Sub-Indicator:** b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors

The intern can implement into

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**Indicator:** 5. COUNSELING AND HELPING RELATIONSHIPS

**Sub-Indicator:** a. theories and models of counseling

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<tr>
<td><strong>Indicator:</strong> 5. COUNSELING AND HELPING RELATIONSHIPS</td>
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<tr>
<td><strong>Sub-Indicator:</strong> g. essential interviewing, counseling, and case conceptualization skills</td>
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The intern can utilize essential interviewing, counseling, and case conceptualization skills

(2.F.5.g)
The intern demonstrates ethical and culturally relevant strategies for designing and/or facilitating groups (2.F.6.g)

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**USA- CACREP 2016 Standards (2015)**

**Area:** SECTION 2: PROFESSIONAL COUNSELING IDENTITY

**Standard:** COUNSELING CURRICULUM

**Indicator:** F. The eight common core areas represent the foundational knowledge required of all entrylevel counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

**Indicator:** 6. GROUP COUNSELING AND GROUP WORK

**Sub-Indicator:** g. ethical and culturally relevant strategies for designing and facilitating groups

The intern understands

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**USA- CACREP 2016 Standards (2015)**

*Area: SECTION 2: PROFESSIONAL COUNSELING IDENTITY*

**Standard:** COUNSELING CURRICULUM

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**Indicator:** 7. ASSESSMENT AND TESTING

**Sub-Indicator:** d. procedures for identifying trauma and abuse and for reporting abuse

The intern understands the use of assessments for diagnostic and intervention planning purposes

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**Standard:** COUNSELING CURRICULUM

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**Indicator:** 7. ASSESSMENT AND TESTING

**Sub-Indicator:** e. use of assessments for diagnostic and intervention planning purposes
The intern understands the cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration (5.F.2.m.)

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<tbody>
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<tr>
<td>Standard: 2. CONTEXTUAL DIMENSIONS</td>
</tr>
<tr>
<td>Indicator: m. cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration</td>
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The intern attends to fostering family wellness during counseling (5.F.3.b.)

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<tr>
<td>Standard: 3. PRACTICE</td>
</tr>
<tr>
<td>Indicator: b. fostering family wellness</td>
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</table>

The intern demonstrates client
conceptualizing
skills, implements
treatment planning,
and facilitate
intervention
strategies in
marriage, couple,
and family
counseling
(5.F.3.d.)

Standards

USA- CACREP 2016 Standards (2015)

Area: SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

Standard: 3. PRACTICE

Indicator: d. conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling

CACREP 2016, Rev. 1- ICRF School Counseling

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<td>The intern comes to supervision prepared to discuss work and is open to feedback and suggestion</td>
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<td>The intern recognizes own limitations and seeks additional supervision and/or consultation when unsure how to proceed.</td>
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The intern demonstrates good organization and task management skills, reports, notes, summaries, and all documents are maintained appropriately and completed by due dates.

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The intern demonstrates professionalism by being on time, dressing appropriately, and by conducting themselves in a manner that is appropriate to the setting.

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<td>Cultural Humility - The intern can recognize how their cultural identities and experiences affect their perspectives and has awareness of the cultural identities and experiences of others</td>
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<tr>
<th>Mindfulness - The intern demonstrates awareness of the present moment, observing their thoughts and feelings without judgment, and can be present in the here and now of session and supervision</th>
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<tr>
<td>Engagement - The intern demonstrates an emotional involvement and commitment to their own personal and professional development</td>
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<tr>
<td>Reflexivity - The intern is aware and open to exploring their own belief systems, values, and needs, and their impact on relationships with self and others (peers, supervisors, faculty, clients)</td>
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<tr>
<td><strong>Curiosity</strong> -</td>
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<td>The intern demonstrates an eagerness for understanding leading to future inquiry</td>
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<td><strong>Integrity</strong> -</td>
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<td>The intern engages in consistent commitment to upholding the ethics and values of the counseling profession</td>
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<tr>
<td><strong>Empathy</strong> -</td>
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<td>The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings and thoughts of another</td>
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</table>
The intern adheres to ethical standards of professional counseling organizations and credentialing bodies and applies ethical and legal considerations to counseling (2.F.1.i)

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<td><strong>Indicator:</strong> F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.</td>
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<td><strong>Indicator:</strong> 1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</td>
</tr>
<tr>
<td><strong>Sub-Indicator:</strong> i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</td>
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<tr>
<th>The intern engages in strategies for</th>
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### Standards

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**Standard:** COUNSELING CURRICULUM

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**Sub-Indicator:** k. strategies for personal and professional self-evaluation and implications for practice

| The intern demonstrates multicultural counseling competencies when working with clients/students. (2.F.2.c) |
|---|---|---|---|---|
| No Demo | Below Expectations | Meets Expectations | Above Expectations | Exceeds Expectations |

### Standards

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**Sub-Indicator:** c. multicultural counseling competencies
The intern understands the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (2.F.2.d)

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Standards

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Standard: COUNSELING CURRICULUM

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Indicator: 2. SOCIAL AND CULTURAL DIVERSITY

Sub-Indicator: d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others
### Standards

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**Indicator:** 3. HUMAN GROWTH AND DEVELOPMENT

**Sub-Indicator:** e. biological, neurological, and physiological factors that affect human development, functioning, and behavior

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### Standards

**USA- CACREP 2016 Standards (2015)**

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**Indicator:** 3. HUMAN GROWTH AND DEVELOPMENT

**Sub-Indicator:** f. systemic and environmental factors that affect human development, functioning, and behavior

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<tbody>
<tr>
<td>The intern understands systemic and environmental factors that affect human development, functioning, and behavior (2.F.3.f)</td>
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**Indicator:** 3. HUMAN GROWTH AND DEVELOPMENT

**Sub-Indicator:** e. biological, neurological, and physiological factors that affect human development, functioning, and behavior

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**Indicator:** 3. HUMAN GROWTH AND DEVELOPMENT

**Sub-Indicator:** f. systemic and environmental factors that affect human development, functioning, and behavior
The intern understands approaches for conceptualizing the interrelationships between work, mental well-being, relationships, and other life roles and factors (2.F.4.b)

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<td><strong>Indicator:</strong> 4. CAREER DEVELOPMENT</td>
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<tr>
<td><strong>Sub-Indicator:</strong> b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors</td>
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<th>The intern can implement into</th>
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The intern can implement into
### Standards

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**Indicator:** 5. COUNSELING AND HELPING RELATIONSHIPS

**Sub-Indicator:** a. theories and models of counseling

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<thead>
<tr>
<th>The intern can utilize essential interviewing, counseling, and case conceptualization skills (2.F.5.g)</th>
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The intern demonstrates ethical and culturally relevant strategies for designing and/or facilitating groups (2.F.6.g)

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**Indicator:** 7. ASSESSMENT AND TESTING

**Sub-Indicator:** d. procedures for identifying trauma and abuse and for reporting abuse

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**Indicator:** 7. ASSESSMENT AND TESTING

**Sub-Indicator:** e. use of assessments for diagnostic and intervention planning purposes
The intern understands the school counselor’s roles as leaders, advocates, and systems change agents in P-12 schools (5.G.2.a)

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**USA- CACREP 2016 Standards (2015)**

**Area:** SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

**Standard:** G. SCHOOL COUNSELING

**Standard:** 2. CONTEXTUAL DIMENSIONS

**Indicator:** a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools

The intern understands how to design and evaluate a comprehensive school counseling program (5.G.3.b)

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**USA- CACREP 2016 Standards (2015)**

**Area:** SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

**Standard:** 3. PRACTICE

**Indicator:** b. design and evaluation of school counseling programs
understands how to collect and use accountability data to inform decision making within the school system (5.G.3.n)

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USA- CACREP 2016 Standards (2015)

**Area:** SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

**Standard:** 3. PRACTICE

**Indicator:** n. use of accountability data to inform decision making

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**CACREP 2016, Rev. 1- ICRF Student Affairs**

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<td>The intern demonstrates awareness of the present moment, observing their thoughts and feelings without judgment, and can be present in the here and now of session and supervision</td>
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<tr>
<td>Engagement - The intern demonstrates an emotional involvement and commitment to their own personal and professional development</td>
<td>No Demo</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Above Expectations</td>
<td>Exceeds Expectations</td>
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<tr>
<td>Reflexivity - The intern is aware and open to exploring their own belief systems, values, and needs, and their impact on relationships with self and others (peers, supervisors, faculty, clients)</td>
<td>No Demo</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Above Expectations</td>
<td>Exceeds Expectations</td>
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<td>No Demo</td>
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<td><strong>Curiosity -</strong></td>
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<td>demonstrates an</td>
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<td>eagerness for</td>
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<td>future inquiry</td>
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<td><strong>Integrity -</strong></td>
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<tr>
<td>The intern</td>
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<td>engages in</td>
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<td>upholding the</td>
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<td>ethics and values</td>
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<td>of the counseling</td>
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<td>profession</td>
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<td><strong>Empathy -</strong></td>
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<td>understanding,</td>
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<td>being sensitive</td>
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<td>to, and vicariously experiencing the feelings and thoughts of another</td>
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</tbody>
</table>
The intern adheres to ethical standards of professional counseling organizations and credentialing bodies and applies ethical and legal considerations to counseling (2.F.1.i)

<table>
<thead>
<tr>
<th>Standards</th>
<th>USA- CACREP 2016 Standards (2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area:</td>
<td>SECTION 2: PROFESSIONAL COUNSELING IDENTITY</td>
</tr>
<tr>
<td>Standard:</td>
<td>COUNSELING CURRICULUM</td>
</tr>
<tr>
<td>Indicator:</td>
<td>F. The eight common core areas represent the foundational knowledge required of all entrylevel counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.</td>
</tr>
<tr>
<td>Indicator:</td>
<td>1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</td>
</tr>
<tr>
<td>Sub-Indicator:</td>
<td>1. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</td>
</tr>
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</table>

The intern engages in strategies for

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<th>USA- CACREP 2016 Standards (2015)</th>
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<td>Indicator:</td>
<td>1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</td>
</tr>
<tr>
<td>Sub-Indicator:</td>
<td>1. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</td>
</tr>
</tbody>
</table>
### Standards

**USA- CACREP 2016 Standards (2015)**

**Area:** SECTION 2: PROFESSIONAL COUNSELING IDENTITY

**Standard:** COUNSELING CURRICULUM

**Indicator:** F. The eight common core areas represent the foundational knowledge required of all entrylevel counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

**Sub-Indicator:** k. strategies for personal and professional self-evaluation and implications for practice

---

The intern demonstrates multicultural counseling competencies when working with clients/students. (2.F.2.c)

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<thead>
<tr>
<th>No Demo</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Above Expectations</th>
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</thead>
</table>

### Standards

**USA- CACREP 2016 Standards (2015)**

**Area:** SECTION 2: PROFESSIONAL COUNSELING IDENTITY

**Standard:** COUNSELING CURRICULUM

**Indicator:** F. The eight common core areas represent the foundational knowledge required of all entrylevel counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

**Sub-Indicator:** c. multicultural counseling competencies
The intern understands the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (2.F.2.d)

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<tr>
<td><strong>Standard:</strong> COUNSELING CURRICULUM</td>
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<td><strong>Indicator:</strong> F. The eight common core areas represent the foundational knowledge required of all entrylevel counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.</td>
</tr>
<tr>
<td><strong>Indicator:</strong> 2. SOCIAL AND CULTURAL DIVERSITY</td>
</tr>
<tr>
<td><strong>Sub-Indicator:</strong> d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others</td>
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<thead>
<tr>
<th>The intern understands</th>
<th>No Demo</th>
<th>Below Expectations</th>
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USA - CACREP 2016 Standards (2015)
**Standards**

**USA- CACREP 2016 Standards (2015)**

**Area:** SECTION 2: PROFESSIONAL COUNSELING IDENTITY

**Standard:** COUNSELING CURRICULUM

**Indicator:** F. The eight common core areas represent the foundational knowledge required of all entrylevel counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

**Indicator:** 3. HUMAN GROWTH AND DEVELOPMENT

**Sub-Indicator:** e. biological, neurological, and physiological factors that affect human development, functioning, and behavior

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<table>
<thead>
<tr>
<th>The intern understands systemic and environmental factors that affect human development, functioning, and behavior</th>
<th>No Demo</th>
<th>Below Expectations</th>
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**Standards**

**USA- CACREP 2016 Standards (2015)**

**Area:** SECTION 2: PROFESSIONAL COUNSELING IDENTITY

**Standard:** COUNSELING CURRICULUM

**Indicator:** F. The eight common core areas represent the foundational knowledge required of all entrylevel counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

**Indicator:** 3. HUMAN GROWTH AND DEVELOPMENT

**Sub-Indicator:** f. systemic and environmental factors that affect human development, functioning, and behavior
The intern understands approaches for conceptualizing the interrelationships between work, mental well-being, relationships, and other life roles and factors (2.F.4.b)

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</tr>
<tr>
<td><strong>Indicator:</strong> 4. CAREER DEVELOPMENT</td>
</tr>
<tr>
<td><strong>Sub-Indicator:</strong> b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors</td>
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</table>

| The intern can implement into |
| No Demo | Below Expectations | Meets Expectations | Above Expectations | Exceeds Expectations |
### Standards

**USA- CACREP 2016 Standards (2015)**

**Area:** SECTION 2: PROFESSIONAL COUNSELING IDENTITY

**Standard:** COUNSELING CURRICULUM

**Indicator:** F. The eight common core areas represent the foundational knowledge required of all entrylevel counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

**Indicator:** 5. COUNSELING AND HELPING RELATIONSHIPS

**Sub-Indicator:** a. theories and models of counseling

---

**Standards**

**USA- CACREP 2016 Standards (2015)**

**Area:** SECTION 2: PROFESSIONAL COUNSELING IDENTITY

**Standard:** COUNSELING CURRICULUM

**Indicator:** F. The eight common core areas represent the foundational knowledge required of all entrylevel counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

**Indicator:** 5. COUNSELING AND HELPING RELATIONSHIPS

**Sub-Indicator:** g. essential interviewing, counseling, and case conceptualization skills
The intern demonstrates ethical and culturally relevant strategies for designing and/or facilitating groups (2.F.6.g)

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<td><strong>Standard:</strong> COUNSELING CURRICULUM</td>
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<td><strong>Indicator:</strong> F. The eight common core areas represent the foundational knowledge required of all entrylevel counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.</td>
</tr>
<tr>
<td><strong>Indicator:</strong> 6. GROUP COUNSELING AND GROUP WORK</td>
</tr>
<tr>
<td><strong>Sub-Indicator:</strong> g. ethical and culturally relevant strategies for designing and facilitating groups</td>
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<th>The intern understands</th>
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<td><strong>Indicator:</strong> 6. GROUP COUNSELING AND GROUP WORK</td>
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<tr>
<td><strong>Sub-Indicator:</strong> g. ethical and culturally relevant strategies for designing and facilitating groups</td>
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<th>The intern understands</th>
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<td>No Demo</td>
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### Standards

**USA- CACREP 2016 Standards (2015)**

**Area:** SECTION 2: PROFESSIONAL COUNSELING IDENTITY

**Standard:** COUNSELING CURRICULUM

**Indicator:** F. The eight common core areas represent the foundational knowledge required of all entrylevel counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

**Sub-Indicator:** d. procedures for identifying trauma and abuse and for reporting abuse

---

### Standards

**USA- CACREP 2016 Standards (2015)**

**Area:** SECTION 2: PROFESSIONAL COUNSELING IDENTITY

**Standard:** COUNSELING CURRICULUM

**Indicator:** F. The eight common core areas represent the foundational knowledge required of all entrylevel counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

**Sub-Indicator:** e. use of assessments for diagnostic and intervention planning purposes

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### The intern understands the use of assessments for diagnostic and intervention planning purposes

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<th>No Demo</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
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### Standards

**USA- CACREP 2016 Standards (2015)**

**Area:** SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

**Standard:** 2. CONTEXTUAL DIMENSIONS

**Indicator:** n. higher education resources to improve student learning, personal growth, professional identity development, and mental health

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The intern understands higher education resources to improve student learning, personal growth, professional identity development, and mental health

(5.E.2.n)

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<th>No Demo</th>
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### Standards

**USA- CACREP 2016 Standards (2015)**

**Area:** SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

**Standard:** 3. PRACTICE

**Indicator:** a. collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings

(5.E.3.a)

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| The intern demonstrates strategies to assist individuals in higher education settings with personal/social development (5.E.3.b) |
|---|---|---|---|---|
| | No Demo | Below Expectations | Meets Expectations | Above Expectations | Exceeds Expectations |
| **Standards** | **USA- CACREP 2016 Standards (2015)** | **Area:** SECTION 5: ENTRY-LEVEL SPECIALTY AREAS | **Standard:** 3. PRACTICE | **Indicator:** b. strategies to assist individuals in higher education settings with personal/social development |

| Intern utilizes interventions related to a broad range of mental health issues for individuals in higher education settings (5.E.3.c) |
|---|---|---|---|---|
| | No Demo | Below Expectations | Meets Expectations | Above Expectations | Exceeds Expectations |
| **Standards** | **USA- CACREP 2016 Standards (2015)** | **Area:** SECTION 5: ENTRY-LEVEL SPECIALTY AREAS | **Standard:** 3. PRACTICE | **Indicator:** c. interventions related to a broad range of mental health issues for individuals in higher education settings |

<p>| The intern can use multiple data |
|---|---|---|---|---|
| | No Demo | Below Expectations | Meets Expectations | Above Expectations | Exceeds Expectations |</p>
<table>
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<th>Standards</th>
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<td><strong>USA- CACREP 2016 Standards (2015)</strong></td>
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<tr>
<td><strong>Area:</strong> SECTION 5: ENTRY-LEVEL SPECIALTY AREAS</td>
</tr>
<tr>
<td><strong>Standard:</strong> 3. PRACTICE</td>
</tr>
<tr>
<td><strong>Indicator:</strong> e. use of multiple data sources to inform programs and services in higher education settings</td>
</tr>
</tbody>
</table>

sources to inform programs and services in higher education settings (5.E.3.e)
### PRACTICUM/INTERNSHIP STUDENT EVALUATION OF FIELD SETTING

**Form:** "Practicum/Internship Student Evaluation of Field Setting"

**Created by:** ISU Counseling Manager  
**Created On:** 05/16/2015 2:28 PM (MDT)  
**Last edited on:** 05/18/2015 2:16 PM (MDT)

- **Check Applicable Course and Semester:**
  - [ ] COUN 5697, Practicum in Counseling
  - [ ] COUN 5698, Internship in Counseling
  - Fall 2015
  - Spring 2016
  - Summer 2016

- **Faculty Supervisor:**
  - No answer specified

- **Field Supervisor:**
  - No answer specified

- **Field Setting:**
  - No answer specified

- **Field Setting Phone Number:**
  - No answer specified

- **Field Setting Address, City, State, Zip Code:**
  - No answer specified

- **Field Supervisor Mailing Address (If different than field setting address):**
  - No answer specified

- **Is Field Supervisor an LPC or LCPC?**
  - [ ] Yes  
  - [ ] No

- **Number of Practicum/Internship Positions Available:**
  - No answer specified

- **Requirements:**
  - Degree, work experience, preliminary training, test administration, etc.
  - No answer specified

- **Client Population:**
  - No answer specified

- **Average Number of Clients**
Form: "Practicum/Internship Student Evaluation of Field Supervisor"

Evaluation

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:
  - No answer specified

- Practicum/Internship Field Setting:
  - No answer specified

- Faculty Supervisor:
  - No answer specified

- Course No. (Check One)
  - COUN 6697, Practicum in Counseling
  - COUN 6698, Internship in Counseling

- Semester (Check One):
  - Fall 2015
  - Spring 2016
  - Summer 2016

Rating of your Field Supervisor

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<thead>
<tr>
<th></th>
<th>1 - Poor</th>
<th>2 - Fair</th>
<th>3 - Good</th>
<th>4 - Very Good</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Supportive/positive regard for supervisee.</td>
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<td>Demonstrates knowledge of various counseling theories, techniques and interventions.</td>
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<td>Establishes good rapport with supervisee.</td>
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<td>Provides clear and useful suggestions.</td>
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<td>Assists supervisee in conceptualizing cases</td>
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<td>Gives appropriate feedback to supervisee about facilitative and non-facilitative counseling behaviors.</td>
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<td>Overall satisfaction with supervisor.</td>
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<td>Supervision contributed in improving your counseling skills.</td>
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<tr>
<td>Supervision contributed in increasing your self-confidence as a counselor.</td>
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</table>

Comments:
- No answer specified
This Affiliation Agreement (“Agreement”) between Idaho State University, on behalf of its Department of Counseling Program, located at 921 S. 8th Ave., Stop 8120, Pocatello, ID 83209-8120 (the "Program") and __________________ located at ____________, __________ (the "Facility") (each individually, a "Party," and collectively, the "Parties"), takes effect on ________________, 201___ ("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, or any other characteristic protected by law, unless permitted by law.
   C. Organization. The Parties must cause the ACCE (defined below) to cooperate with Facility’s clinical coordinator (or other designee) in arranging each Student’s Experience’s schedule, content, objectives and goals.

II. Program Responsibilities.
   A. Definitions.
      2. “ACCE” means Program’s academic coordinator of clinical education
   B. Duties. The Program shall:
      1. Provide a statement to the Facility that describes the philosophy, goals, objectives, and schedule of:
         a. The Program’s curriculum generally; and
         b. The desired Student Experiences;
      2. Ensure that each Student is appropriately is assigned to the desired Experience, including:
         a. Evaluating the Student’s competence and knowledge before the Experience begins and after the Experience ends; and
         b. Requiring the Student to carry appropriate general and
professional liability insurance;

3. Ensure that the Student is knowledgeable and has prepared for:
   a. Transportation needed to fulfill responsibilities at the Facility;
   b. Room and board while performing the Experience at Facility; 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 (10) working days before the Student’s arrival, subject to the arrangement set forth below in Sections IV.B and IV.C; and
   e. Providing the Facility with specific Student outcome objectives for 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).

III. Facility Responsibilities. The Facility shall:

A. Accept a mutually agreed upon number of Students which the 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 (15) 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 (40) 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.

H. Facilitate communication between the Parties, including appointing a member from Facility to serve as clinical coordinator and notifying the Program of his/her identity.

I. Assume and maintain responsibility for patient care.

IV. Student Experience Characteristics.

A. No Employment relationship to Either Party.

1. In General. Facility’s rules and regulations apply to each Student which Program assigns to an Experience.

2. Liability. The Student is not considered an officer, employee, agent, representative, or volunteer of either Party for any purpose including, but not limited to, liability, but instead is a Student engaged in educational Experiences as a part of the Program’s curriculum.

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 workforce is defined under 45 CFR 160.103.

B. Short-Notice Assignment. In an emergency circumstance, the Program has a right to assign a Student to an Experience with less than ten (10) days’ notice to the Facility. The Facility reserves a right to accept or reject that assignment.

C. Short-Notice Cancellation. The Program retains a right to cancel a Student’s Experience assignment for academic or other good cause with less than ten (10) days’ notice to Facility, with no duty to designate another Student as a replacement.

D. Assignment Refusal. The Facility retains a right for good cause to refuse any clinical assignment with less than fifteen (15) 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 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 the Effective Date and is continuous with automatic one-year renewals on each successive anniversary of the Effective Date.

B. **Termination.** Each Party has a right at any time to terminate the Agreement upon no later than sixty (60) days’ advance written notice to the other Party.

C. In the event of termination of this Agreement by either party, Students currently assigned to clinical experiences at Facility at the time of notice of termination will be given the opportunity to complete their Experience at Facility.

VI. Liability.

A. **Program Commitment.**

1. **Insurance.** Program at its own expense shall 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 shall, at its own expense, obtain and maintain appropriate Workers’ Compensation coverage for Program’s employed personnel and Students.

3. **Program Indemnity.**

   a. Scope. To the extent of any applicable insurance coverage and/or the limitations of the Idaho Tort Claims Act (I.C. § 6-901 et seq.), and subject to any applicable terms thereof, the Program will defend, 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 subsection VI.A for any 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.

c. Any claim which involves a Student shall be the responsibility of the Student Insurance Carrier.

B. Facility Commitment.

1. Insurance. Facility at its own expense shall 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 subsection VI.B for any 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.

C. Student Insurance.

1. Student Requirement. Student is required to have Student’s own general and professional liability insurance with limits of liability of $1,000,000 per occurrence and $3,000,000 in general aggregate.

2. Program Duty. The Program ensures that general and 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. The Parties agree that Program shall retain all of its protections under the Idaho Tort Claims Act (I.C. § 6-901 et seq.).

VIII. Confidentiality. The Facility acknowledges that Student records are confidential and Facility shall not disclose any Student records to a third party without the express prior written consent of Student, except when required by law.
IX. Amendment. Any change to this arrangement requires a written amendment that each Party's authorized signatory must sign.

X. 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.

<table>
<thead>
<tr>
<th>Program Notification Address:</th>
<th>Facility Notification Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idaho State University</td>
<td></td>
</tr>
<tr>
<td>General Counsel</td>
<td></td>
</tr>
<tr>
<td>921 S. 8th Ave., Stop 8410</td>
<td></td>
</tr>
<tr>
<td>Pocatello, ID 83209-8410</td>
<td></td>
</tr>
</tbody>
</table>

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

Signed:

Program:  
IDAHO STATE UNIVERSITY

Facility:  

By:  
Rex Force, Pharm.D.
Vice President for Health Sciences

Printed Name:  

Title:  

Date:  

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, on behalf of its Department of Counseling Program ("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 __________

Program Witness Name and Title (Print) _____________________
APPENDIX E

SUPERVISED COUNSELING EXPERIENCES VERIFICATION FORM
SUPERVISED COUNSELING EXPERIENCES VERIFICATION FORM

Student Name: ____________________________________________

Semester: ______________________  Credits: ______________________

Course: ______________________________________________________

Practicum/Internship Location: ___________________________________

Duties in Setting: _____________________________________________

Dates: ___________ to ___________

<table>
<thead>
<tr>
<th>Total Hours of Face-to-Face Counseling Contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual:</td>
</tr>
<tr>
<td>Couple/Family:</td>
</tr>
<tr>
<td>Group:</td>
</tr>
<tr>
<td>Total Hours of Individual Direct Supervision Contact:</td>
</tr>
<tr>
<td>1:1/Triadic with University Supervisor:</td>
</tr>
<tr>
<td>1:1/Triadic with Field Supervisor:</td>
</tr>
<tr>
<td>Total Hours of Lab Supervision:</td>
</tr>
<tr>
<td>Total Indirect Hours in Setting:</td>
</tr>
<tr>
<td>(All other hours in setting)</td>
</tr>
<tr>
<td>Total Hours Toward Practicum/Internship:</td>
</tr>
<tr>
<td>(Direct Contact+Supervision+Other Indirect in Setting)</td>
</tr>
</tbody>
</table>

Signature of Site Supervisor  Printed  Title  Date

Signature of University Supervisor  Printed  Title  Date

NOTE: Students must upload a copy of the signed form to Taskstream at the end of each field experience. Failure to do so will result in an “Incomplete” grade for the course.

(Copy of signed form will be filed in the student record.)

Distribution:
Original: Student Copy:
           Taskstream
APPENDIX F

PROOF OF LIABILITY
(MALPRACTICE) COVERAGE
Form: "Proof of Liability (Malpractice) Coverage"

Certifying Coverage

I hereby certify that I have joined ACA and am covered under their liability insurance for my protection in the event that I should be sued for malpractice.

- **Bengal Card Number**
  - No answer specified
  - (Any positive whole number greater than 0)

- **Your ACA Membership ID**
  - No answer specified

- **Effective date of ACA coverage:**
  - No answer specified

- **ACA Coverage Through:**
  - No answer specified

Proof of Coverage

Proof of Coverage to be uploaded to Taskstream by student.

PROOF OF LIABILITY (MALPRACTICE) COVERAGE
APPENDIX G

SAMPLE RATING FORMS
Form "Counselor Competencies Scale - Revised (CCS-R)"

The Counseling Competencies Scale

The Counseling Competencies Scale-Revised (CCS-R) assesses counselors' and trainee's skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

Scales Evaluation Guidelines:

Directions: Evaluate the counselor's or trainee's counseling skills, ability to facilitate therapeutic conditions, and professional dispositions and behaviors per rubric evaluation descriptions & record rating in the "zone" column on the left.

Exceeds Expectations/Demonstrates Competencies (5) - the counselor or trainee demonstrates strong (i.e., exceeding the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition and behavior(s).

Meets Expectations/Demonstrates Competencies (4) - the counselor or trainee demonstrates consistent and proficient knowledge, skills, and dispositions in the specified counseling skill(s), able to facilitate therapeutic conditions, professional disposition(s) and behavior(s). A beginning professional counselor should be at this level at the conclusion of his/her practicum and/or internship.

Near Expectations/Developing towards Competencies (3) - the counselor or trainee demonstrates inconsistent and limited knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Below Expectations/Insufficient/Unacceptable (2) - the counselor or trainee demonstrates limited or no evidence of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Harmful (1) - the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Part I: Counseling Skills & Therapeutic Conditions

Primary Counseling Skill(s) - Nonverbal Skills

- Standard 14. Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (matches client)
  - Harmful (1) - Ignores client &/or gives judgmental looks.
  - Below Expectations / Unacceptable (2) - Demonstrates limited nonverbal communication skills.
  - Near Expectations / Developing towards Competencies (3) - Demonstrates inconsistency in his or her nonverbal communication skills.
  - Meets Expectations / Demonstrates Competencies (4) - Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%)
  - Exceeds Expectations/Demonstrates Competencies (5) - Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%).
APPENDIX H

CODE OF ETHICS

http://www.counseling.org/resources/aca-code-of-ethics.pdf