



**Idaho State
University**

**Kasiska Division
of Health Sciences**

**MASTER OF COUNSELING (M.COUN.) STUDENT
HANDBOOK
2023-2024**

Procedures, Program Policies, and Clinical Experiences



**Idaho State
University**

**Department
of Counseling**

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 2023 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 Counseling Department with CACREP accredited programs, we reflect the training and values associated with our profession of counseling.

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 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

DEPARTMENT OF COUNSELING
 IDAHO STATE UNIVERSITY
 POCA TELLO, IDAHO 83209
 MERIDIAN, IDAHO 83642

STUDENT RESPONSIBILITY FORM

I understand that I am responsible for reading and abiding by all the information presented in the Master of Counseling Graduate Program Handbook (Program Handbooks).

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.

Sign off via Moodle Advising Page

Signature

Date

Printed Name

(to be signed and uploaded to Moodle Advising Page)

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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:

- Create 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 counselor 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 the [Council for Accreditation of Counseling and Related Educational Programs](#).

CURRICULAR OBJECTIVES

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

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:

- A. School Counseling students will obtain certification as rehabilitation counselors
- B. Clinical Rehabilitation Counseling students will obtain certification as rehabilitation counselors
- C. 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 pre-practicum 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.

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 judgement
5. Interpersonal attributes

An operationalized 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 COMPORTMENT

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:

I. 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., American Rehabilitation Counseling Association and National Rehabilitation Counseling Association, Idaho Counseling Association Conference, Idaho School Counseling Association Conference, 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.
- II. 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.
- III. 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.
 - ii. 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 space 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

I. 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

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

- a. 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.

III. Interpersonal Behavior

- a. 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.
 - i. 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. Masters students are expected to maintain boundaries that are appropriate to supervisor-supervisee relationships with doctoral students. Please note: if you are uncertain about what professional boundaries look like in regards to interfacing with doctoral students, it is your responsibility to schedule a meeting for clarification with your advisor.

- ii. 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.
- iii. 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 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.



(ISU DOC Faculty, 2019)

Cultural Humility	
Definition	Accepting how one's own cultural identities and experiences affect their perspectives and awareness in understanding the cultural identities and experiences of others
	<p>As evidenced by:</p> <ul style="list-style-type: none"> ● Interpersonal dimensions: <ul style="list-style-type: none"> ○ Adopts an “other-oriented stance that includes openness, respect, consideration, humility, and interest regarding the client’s cultural identities and experiences. ○ Adopts an “other-oriented stance on an ongoing basis with clients, communities, society, and peers. ● Intrapersonal dimensions: <ul style="list-style-type: none"> ○ examines one's own cultural background and social environment and how that background and environment has shaped, and shapes, their experience and perspective.

- exhibits awareness of one's own values and beliefs that come from a combination of cultures in order to increase understanding of others.
- Power and Positionality:
 - Identifies how power and privilege are present within one's cultural identities, and how those positions impact others' experiences in personal and professional relationships
 - Develops skills and action to address power imbalances at individual, community, and societal levels

Mindfulness

Definition	Active, open attention on the present; observing one's thoughts and feelings without judgment; Living in the moment and awakening to experience
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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 motivating actions within relationships (with self and others)

Engagement

Definition	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 membership, involvement in professional service and advocacy)

Reflexivity

Definition	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)
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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 to feedback

Curiosity

Definition	Eagerness to know, discover and generate; Interest leading to inquiry
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As evidenced by:

- Active participation in classroom learning enactment of a practitioner-scholar identity via community, conference, and scholarly pursuits

Integrity

Definition	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
As evidenced by: <ul style="list-style-type: none"> ● ability to express feelings, of self and others, appropriately and effectively ● emotional regulation and stability ● enactment of care and compassion toward self and others ● diversity consciousness 	

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 friends 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 cue 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
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 (ACAS 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](#). If others (i.e., faculty, doctoral level supervisors, and site supervisors) have made similar observations, the Department Chairperson, Masters 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) and 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., a 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 the student who has been identified as having impediments to their progress as a counselor in the program. Upon receipt of the PPP, the student will review the plan and provide their signature indicating an understanding of the requirements expected and as an agreement to meet the requirements described within.

A student who chooses to appeal the content of their PPP must initiate a two-tiered appeal process, beginning with a formal written letter emailed to the Department Chair, from the student's ISU email address.

It is the content of the PPP that is open for appeal, not the existence of the PPP itself. The second and final level of the appeal procedure is communicating intent to the Dean of the College of Health. This requires a formal written letter emailed to them directly, from the student's ISU email address.

If the PPP is upheld by the Department Chair and the Dean of the College of Health, and the student still refuses to sign, a vote for dismissal will be entertained, guided by Graduate School policy.

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 School: [Graduate Catalog: Appeals and Dismissals](#)

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 Pre-practicum Counseling Techniques, OR
2. earns a B- or below in COUN 6621 Counseling Ethics, OR

3. earns a B- or below in COUN 6624 Cultural Counseling, OR
4. earns six credits at or below 2.7 (B- or below), OR
5. below a 3.0 GPA (B), OR
6. earns a 2.7 (B-) or below in Practicum COUN 6697 or Internship COUN 6698
 - a. *Students must complete COUN 6696, 6621, and 6624 to progress in the program.*
7. 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 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](#)

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 to 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 is 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: [Complete Statement on Academic Dishonesty](#)

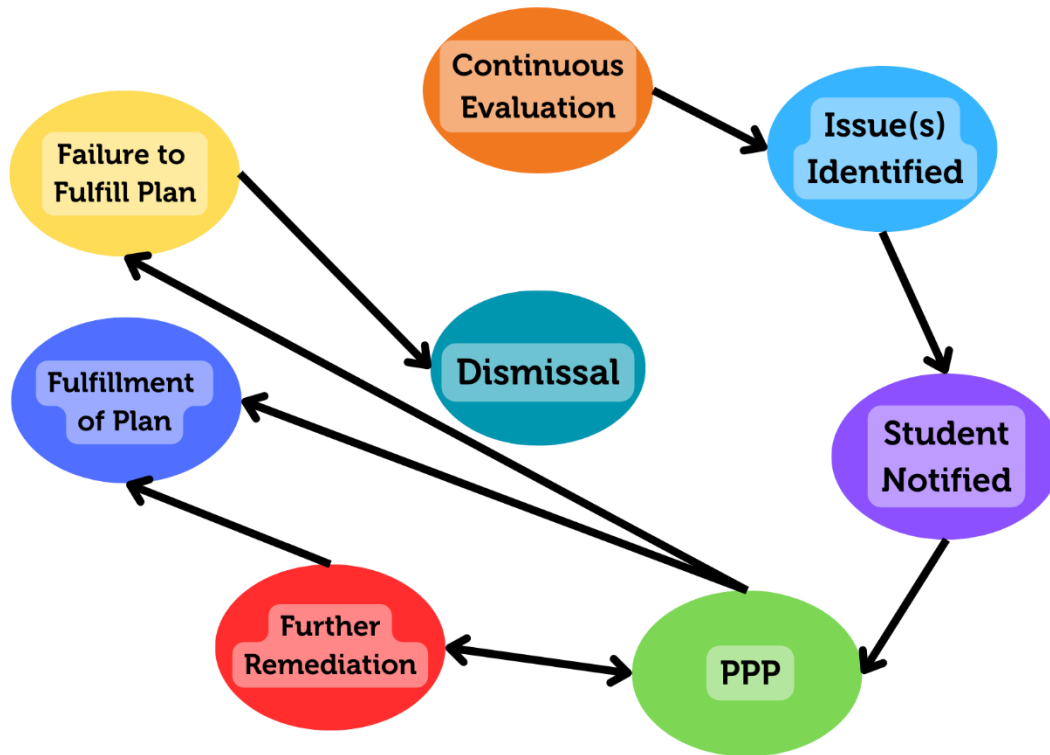
Plagiarism represents the most obvious, and potent, form of academic dishonesty for a counselor and scholar. A confirmed incident of plagiarism can be career ending, particularly if the incident is deemed intentional. However, even unintentional plagiarism is still plagiarism and a serious ethical issue. 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.

[A useful link to descriptions of plagiarism and strategies for its avoidance.](#)

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

This process is continuous from the start to graduation:



In addition to the ACA Code of Ethics, the Department of Counseling adheres to Idaho State University policies with regard to student conduct and academic dishonesty

MASTERS COMMITTEE

CHAIR/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 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 the master's committee chair is based upon the Graduate School's definition of "supervisory committee chair." The master's committee chair (heretofore "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 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; a committee chair, a 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 (WILL BE A LINK)

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 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 their 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](#). 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.

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 exam will be composed of multiple-choice questions 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 to 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 exam is defined as below 70 percent and results in the student being assigned a task for remediation by the Department faculty. This task, with the format to be determined by the faculty for the designated area, will be completed no sooner than 15 days after the Department receives the exam scores. The task focuses on ensuring that the student can evidence knowledge competency in the CACREP Core Area(s) not satisfactorily met via the BCE 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 is not able to fulfill the requirements of the task, graduation will/may be delayed.

ORAL EXAM POSTER

Poster presentations will be delivered on a day designated by the department during the spring semester of the student's final year. 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 the status of a student's program of study prior to scheduling the oral exam poster. 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 the 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 committee that assigned the grade. 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. Description of the counseling theory used and how it was implemented (including but not limited to specialty program-specific models such as consultation practices within school counseling and biopsychosocial models in clinical rehabilitation counseling).
3. Additional models or approaches used alongside the primary theory (e.g., motivational interviewing, play therapy, expressive arts, animal-assisted therapy in 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 (e.g. referrals or interprofessional collaboration, additional training sought).
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. No more than two books should be referenced.
10. Comprehensive hard-copy handout for each committee member. Handouts for other attendees as needed

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.
- Successful case presentation/theoretical approach in Internship Lab.

THE CASE PRESENTATION/THEORETICAL APPROACH

In the final semester of study, students will present a video that demonstrates the use of their theory with clients during COUN 6698L, Internship in Counseling Lab. The client(s) in the video they present should be the same client(s) used for their oral exam poster presentation. This presentation will be similar to others they have presented in lab with an added emphasis on theory. Students should be prepared to field questions about their theoretical approach, how they conceptualized their clients through the lens of the theory, and how they applied the theory in session. Students will complete a Case Presentation Form (see Appendix B) and provide copies for all lab members. This presentation must be completed and approved by the student's major advisor prior to the oral poster examination.

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

1. The nature of persons.
2. Model of mental health and wellness (goals).
3. Model of emotional distress or disturbance (maladjustment).
4. Assessment process.
5. The role of the counselor.
6. Theory-based process, interventions, and outcome research relevant to this case.
7. Applicability to diverse clients/students and issues (Integrating multicultural competencies and diversity aspects into the counseling process).
8. Reference list.
9. Video demonstration of the student's theoretical counseling approach or research informed model appropriate to the specialty setting.

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 \(ACA\)](#). Student membership in ACA includes student malpractice insurance.

We also strongly recommend that students join Chi Sigma Iota (CSI) International and the ISU chapter of Chi Sigma Iota Phi Omicron Chi. Chi Sigma Iota is an 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 the requirements to maintain membership.

We also strongly recommend that students affiliate with the [Idaho Counseling Association \(ICA\)](#) and its interest groups. We believe that the leadership provided by these associations, the publications distributed, and the resources offered will enhance the professional identity of each student as an emerging counselor.

The Department of Counseling also strongly encourages students attend the annual ICA or ISCA conference and other appropriate workshops sponsored by ICA or ISCA.

TECHNOLOGICAL COMPETENCIES

The Department of Counseling requires all students to develop adequate technological competencies. Students are expected to have competency with creating word documents, spreadsheets, internet searches, multimedia presentations, and data filing and sharing applications. We also feel that in keeping up with emerging technologies, we provide more efficient and secure training opportunities for our students.

Our current technology competencies are based upon the Association for Counselor Education and Supervision (ACES) Executive Council recommendations for Masters-Level counselors (Jencius et al., 2007)

COMPETENCY 1

Be able to use productivity software to develop web pages, word processing documents (letters, reports), basic databases, spreadsheets, and other forms of documentation or materials applicable to practice. Basic technology knowledge includes office productivity applications and the range of tools available to assist with daily tasks of practice. Basic technology competencies include the creation of documents with a variety of formatting options and the ability organize, create, and utilize datasets.

COMPETENCY 2

Be able to use such audiovisual equipment as video recorders (e.g. ISO's Panopto), teleconferencing equipment, and other applications available through education and training experiences. Basic technology knowledge includes record a video session with audio and presenting or sharing video sessions with

others. Basic technology competencies include accessing or downloading audio or video clips and displaying them through software.

COMPETENCY 3

Be able to acquire, use and develop multimedia software (i.e., PowerPoint presentations, digital audio, digital video) applicable to education, training, and practice. Basic knowledge includes understanding media platforms and modalities, ways of displaying media content, and ethical media use and copyright laws. Basic competencies include generating and delivering a presentation using standard media platforms and modalities.

Panopto is the primary interface used by ISU's Department of counseling to record and process live sessions. Panopto is a 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. Users include: counseling master's students enrolled in practicum and internship, ISU Counseling Department Supervisors (assigned doctoral students), and ISU faculty members. Panopto is a secure, encrypted system that allows selective access to videos based on need and assignment. Strict policies are contained within the Department's student manual that specify the locations that videos may be viewed outside of supervision. All videos are deleted once they have been viewed by the faculty supervisor or the current semester of study expires.

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](#).

INTERNSHIP LIABILITY DISCLAIMER

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

AUDIT POLICY

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

ENDORSEMENT POLICY

Endorsement for a professional position, license, or certificate requires the completion of a specific educational experience designed to prepare individuals for that professional role. For endorsement in the areas of 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
5. Employment in counseling or counseling related positions.

MATERNITY AND PATERNITY LEAVE POLICY

Title IX makes it illegal to discriminate based on 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 can return to school with the status they held before taking the leave. Students should expect no penalty for taking pregnancy or parental leave 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 member will make an individual decision regarding maternity/paternity time off based on course requirements, including, but not limited to: attendance arrangements, assignments 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](#)

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, email 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 on 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 must ensure that public communication/statements in online or social media outlets are professionally appropriate.

ANIMAL PRESENCE

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 evaluated animals that assist Drs Stewart and Sacco 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, any and all animals present in the Departments of Counseling must comply with the [Department of Counseling Animal Partners Policies and Procedures for Animal Partners](#).

Emotional Support Animals (ESAs) or other student pets *will not be permitted* in the educational environment. For more information about differentiating among service animals, therapy animals, and emotional support animals, please visit the American Veterinary Medical Association webpage. For legal descriptions relevant to service animals, who may be an exception, please visit the [Department of Justice Service Animal Requirements](#).

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 of becoming a Licensed Clinical Professional Counselor (LCPC). "The State of Idaho has specific requirements that must be met to qualify for licensure. These requirements may be above and beyond the degree requirements. For the most current information, please visit the [Idaho Division of Occupational and Professional Licenses \(IDOPL\)](#).

Idaho Division of Occupational and Professional Licenses (IDOPL)
P.O. Box 83720
Boise, ID 83720-0063

Headquarters Office
11341 W. Chinden Blvd.
Boise, ID 83714

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 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
 Hours: 8:30 am- 5:00 pm EST, M-F
<http://www.nbcc.org>
nbcc@nbcc.org

The Department of Counseling will assist students in registering for the National Counselor Examination (NCE). This exam is to be taken in your final Spring semester. The department will submit the email address of student eligible to take the NCE during the Fall semester. Students will receive an email from National Board for Certified Counselors (NBCC) in January to register and schedule an examination date. Testing dates typically take place in April or May. 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.

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 of the supervision and provided by a counselor education faculty member at an accredited college or university, a 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 is 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.

Note: Students are responsible for ensuring a site supervisor is registered with the IBOL before 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. 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 clinical experiences.

VERIFICATION OF SUPERVISED COUNSELING EXPERIENCES

Students are required to complete the [Supervised Counseling Experience Verification](#) and provide a copy for their departmental file after each semester of field experience. Verification forms are to be completed and submitted whether credit hours are completed or not. They provide the department with a reliable, verified record of hours completed by the student at the end of a semester. (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.) The combined forms 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:

- COUN 6697: Individual Counseling Practicum
- COUN 6698: Counseling Internship 1 and 11
 - 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](#) 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 pre-practicum/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: PRE-PRACTICUM COUNSELING TECHNIQUES

The first counseling experiences 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:

- I. Consistently demonstrate appropriate use of relationship building skills with classmates:
 - a. Acceptance and Warmth
 - b. Genuineness & Congruence
 - c. Empathy
 - d. Recognizing the Role of Culture within Counseling
 - e. Attending & Silence
 - f. Paraphrasing
 - g. Reflection of Feeling

- h. Summarizing
- II. Consistently demonstrate appropriate use of counseling working phase skills with classmates:
 - a. Pattern Recognition
 - b. Advanced Empathy
 - c. Immediacy
 - d. Broaching Behavior
 - e. Self-disclosure
 - f. Confrontation (Reflecting Discrepancies)
 - g. Focusing the Counseling Session
 - h. Probes and Open-ended Questions
- III. In preparation for a student's practicum experience (COUN 6697) students will learn appropriate ways to:
 - a. Provide informed consent stating limits of confidentiality
 - b. Begin a counseling session with a client, manage time within the session, understand phases of counseling, and termination.
 - c. Conduct an intake interview.
 - d. Suicide Assessment and Consultation with Supervisor
 - e. Ways to advocate as a supervisee and understanding roles and responsibilities of a practicum counseling student.
- IV. In cooperation with their committee chair, obtain an approved field setting for COUN 6697, Practicum in Counseling.
 - 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.
- V. 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.
- VI. 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:

- I. Teach and supervise the relationship building skills.
- II. Teach and supervise the counseling working phase skills.
- III. Prepare students with the skills required for practicum ([COUN 6697](#))

LEVEL TWO

COUN 6697: PRACTICUM IN COUNSELING

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 (under 12). Play therapy, however, should not be utilized during the first field experience (COUN 6697). Likewise, providing 1-1 counseling with clients under age 12 is not allowed until Internship, and then only after taking a class in Play Therapy and/or Child/Adolescent Counseling (Dept. offers this class each summer).

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.

- I. Ensure [Affiliation Agreement](#) between ISU's Department of Counseling and the field setting is in place. Confidentiality Understanding forms for sites with an affiliation agreement are available in the Department affiliation agreement files.
- II. Obtain necessary signatures for Affiliation Agreement with Attachment A Confidentiality Understanding.
Note: Student's signature on Confidentiality Understanding must be witnessed by faculty member.
- III. Consistently demonstrate appropriate use of relationship building skills with actual clients (see COUN 6696, Pre-practicum Counseling Techniques, requirements--see Level One on page 53).
- IV. Consistently [demonstrate appropriate use of counseling working skills](#) with actual clients.
- V. 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.
- VI. Consistently demonstrate appropriate use of client's theme(s) in the counseling session.
- VII. Conceptualize client(s) dynamics during field staffing and group supervision.
- VIII. Develop strategies to remedy personal limitations, personalization issues and skill development.
- IX. Conceptualize ethical and legal responsibilities inherent in the setting.
- X. Consistently attend and participate in individual/triadic and group supervision sessions.
- XI. Obtain lab supervisor initials on completed Practicum/Internship Weekly Log each week.
- XII. Submit completed [Student Evaluation Forms](#) to faculty lab instructor on Taskstream
- XIII. 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:

- I. Provide appropriate clients for student given their developmental level.

- II. Ensure ethical treatment of the client.
- III. Teach the necessary duties associated with counseling in the field placement.
- IV. 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.
- V. Screen clients to facilitate student's experience as a practicing counselor.
- VI. Act as a consultant to the student to facilitate appropriate skill and behavior development.
- VII. Maintain communication with the faculty supervisor.
- VIII. Complete the [student evaluation form](#) collaboratively with the student.

LEVEL THREE

COUN 6698: INTERNSHIP (FIRST 6 CREDITS)

A field placement that provides the student the opportunities to develop their selected theory of counseling and refine their counseling skills. Clients under 12 years old can be seen for 1-1 counseling only if students have completed a class on play therapy and/or child/adolescent counseling satisfactory to the school counseling program coordinator and the Department Chair (e.g., the Dept. of Counseling class offered during each summer semester).

Student Responsibilities:

- I. 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.
- II. Ensure [Affiliation Agreement](#) between ISU's Department of Counseling and the field setting is in place. Attachment A Confidentiality Understanding forms for sites with an affiliation agreement are available in the Department affiliation agreement files.
- III. Obtain necessary signatures for [Affiliation Agreement with Confidentiality Understanding](#).
Note: Student's signature on Confidentiality Understanding must be witnessed by committee chair.
- IV. Develop and demonstrate counseling skills and strategies appropriate to their adopted counseling theory.
- V. Demonstrate knowledge of duties and responsibilities of counselors in the field placement.
- VI. Demonstrate counseling behaviors and skills appropriate for a counselor in the field placement.
- VII. 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).
- VIII. Consistently attend and participate in individual (COUN 6698) and group supervision. (COUN 6698L) sessions.
- IX. Meet with university doctoral supervisor one hour per week for supervision if required.
- X. Obtain lab supervisor initial on completed [Practicum/Internship Weekly Log](#) each week.
- XI. Submit completed [Student Evaluation forms](#) on Taskstream.
- XII. 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.
- XIII. In consultation with your committee chair, and site supervisor, develop plan for Culturally Responsive Activity (can be done throughout 6698).
- XIV. **Marriage, Couple & Family Counseling students only:**
 - a. 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

Departmental Doctoral Supervisor Responsibilities:

- I. Determine that student has met with their Faculty Advisor regarding proposed internship field setting.
- II. Determine that the [Affiliation Agreement](#) with signed Confidentiality Understanding is in place.
- III. sessions (1 hr/wk) if required of the student.
- IV. Provide weekly group supervision utilizing recordings of actual counseling sessions (1—1 ½ hr/wk).
- V. Protect and help the clients during supervision.
- VI. Maintain communication with the site supervisor.
- VII. Provide monthly progress reports to student's Committee Chair and/or lab supervisor.
- VIII. Discuss, approve, and monitor student's Culturally Responsive Activity.

Site Supervisor Responsibilities

- I. Provide appropriate clients for student.
- II. Ensure ethical treatment of the client.
- III. Expand the duties and responsibilities of the student to meet the requirements of the field placement.
- IV. 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.
- V. 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.
- VI. Maintain communication with the faculty supervisor and/or committee chair.
- VII. Complete the [student evaluation form](#) collaboratively with the student.
- VIII. Discuss, approve, and supervise student's Culturally Responsive Activity.

LEVEL FOUR

COUN 6698: INTERNSHIP IN COUNSELING (7+ CREDITS)

A field placement that provides the student with opportunities to develop their counseling skills and knowledge to become an independently functioning counselor

Student Responsibilities:

- I. 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.
- II. Ensure [Affiliation Agreement](#) between ISU's Department of Counseling and the field setting is in place.
- III. Obtain necessary signatures for [Affiliation Agreement](#) with Confidentiality Understanding.
Note: Student's signature on Confidentiality Understanding must be witnessed by their Faculty Advisor. Confidentiality Understanding forms for sites with an affiliation agreement are available from in the Department affiliation agreement files.
- IV. Consistently demonstrate counseling skills and strategies appropriate to their setting and relevant theoretical models.
- V. Consistently demonstrate the knowledge, duties, and responsibilities of counselors in the field placement.
- VI. Consistently demonstrate counseling behavior and skills appropriate for a counselor in the field placement.
- VII. Consistently attend and participate in individual/triadic (COUN 6698) and group (COUN 6698L) supervision sessions.
- VIII. Obtain initials of faculty lab instructor on completed [Practicum/Internship Weekly Log](#) each week during lab.
- IX. Submit completed Student Evaluation form on Taskstream.
- X. Submit completed Supervised Counseling Experiences form and Practicum/Internship Weekly Log(s) on Taskstream at end of clinical experience.
 - a. Secure on-site supervisor signature on verification form.
- XI. In consultation with your committee chair, and site supervisor, develop plan for Culturally Responsive Activity (can be done throughout 6698).
- XII. **For Marriage, Couple, and Family Counseling majors:**
 - a. ensure 100 hours (or 25% of client load) of total clinical contact during Internship be with couples and families.

Departmental Doctoral Supervisor Responsibilities:

- I. 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](#).
- II. Provide weekly group supervision utilizing a recording of actual counseling sessions (1—1 1/2 hr/wk).
- III. Provide supervision to assist students in meeting their responsibilities for COUN 6698.
- IV. Maintain communication with the site supervisor.
- V. Provide regular progress reports to student's Master's Committee Chair and the lab supervisor, and lab instructor (i.e., faculty).

VI. Discuss, approve, and monitor student's Culturally Responsive Activity.

Site Supervisor Responsibilities:

- I. Provide clients/groups for the student.
- II. Provide weekly individual supervision (1 hr/wk).
- III. Provide a collegial atmosphere that allows assimilation of the student into the role of the counselor in the field placement.
- IV. Maintain communication with the faculty supervisor.
- V. Complete the [student evaluation form](#) collaboratively with the student.
- VI. **For Marriage, Couple, and Family Counseling majors**, ensure 100 hours (25% of client load) of clinical contact be with couples and families.
- VII. 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. 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 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](#) specific requirements for each major.
9. The site supervisor will complete the [student evaluation form](#) collaboratively with the student 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. 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 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 1-1.5 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 at mid-term and the final supervision session.
10. See [program planning sheet](#) at for specific requirements for each major.

Marriage, Couple, and Family Counseling

COUN 6696	3 cr (Prerequisite)	
COUN 6697	2 cr	=100 hrs
COUN 6698	18 cr	=900 hrs
Total		1000 hrs**

** 100 hrs (25%) must be with couples and families

Clinical Mental Health Counseling

COUN 6696	3 cr (Prerequisite)	
COUN 6697	2 cr	=100 hrs
COUN 6698	18 cr	=900 hrs
Total		1000 hrs

Clinical Rehabilitation Counseling

COUN 6696	3 cr (Prerequisite)	
COUN 6697	2 cr	=100 hrs
COUN 6698	18 cr	=900 hrs
Total		1000 hrs

School Counseling

COUN 6696	3 cr (Prerequisite)	
COUN 6697	2 cr	=100 hrs
COUN 6698	18 cr	=900 hrs
Total		1000 hrs

Student Affairs Counseling

COUN 6696	3 cr (Prerequisite)	
COUN 6697	2 cr	=100 hrs
COUN 6698	18 cr	=900 hrs
Total		1000 hrs**

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 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 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.
9. The faculty/departmental supervisor will provide summative and a final evaluation of practicum and internship students.

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 students to follow as a way of assessment.

Conference Proposal:

Submit a proposal and/or present on a multicultural or social justice issue at a conference.

Webinar:

Watch a webinar that focuses on multiculturalism or social justice ([Association for Multicultural Counseling and Development](#) puts them out at least once a month).

Submit screenshots of the webinar for accountability.

Must ask at least 1-2 questions at the webinar.

Write a reflection of insight gained from questions or screenshot questions for accountability.

Write an article:

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 resource guide:

Regarding 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 a way to challenge students and encourage them to step outside of their comfort zone

Multicultural Lab Presentation

30 minute presentation on a multicultural topic.

- This topic must be approved by lab facilitators by email prior to presentation

Some freedom is provided as to what to present. Must include evidence that student is challenging themselves and pushing their comfort zone in multicultural competency.

Presentation should include:

- Identification and discussion on a multicultural topic beyond the student's current familiarity
- Application to personal growth and awareness; self-reflection
- Application to clinical work with clients

Examples of multicultural topics:

A cultural immersion experience; an interview with a person of marginalized identity; research and discussion on an identity development model; research and discussion/action on a timely multicultural social justice topic.

REQUIREMENTS FOR ADMISSION TO PREPRACTICUM, PRACTICUM, AND INTERNSHIP

COUN 6621: Professional Orientation and Ethics

- 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.
- 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

- 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
- All students must have previously completed or be enrolled in:
 - COUN 6621 Professional Orientation and Ethics
 - COUN 6624 Cultural Counseling

COUN 6697 Practicum in Counseling

- In order to be admitted to COUN 6697, all classified degree-seeking students must have obtained a GPA of 3.0 or better in
 - COUN 6696, Prepracticum Counseling Techniques
 - COUN 6621, Professional Orientation and Ethics
 - COUN 6624, Cultural Counseling
 - AND an overall GPA of 3.0 or better in all Counseling courses
- In addition, 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

COUN 6698 Internship in Counseling

- 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.
- 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

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
- Entering the Package Code: 11)84, 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):

	Semester Requirements	Weekly Requirements
Individual/triadic supervision by ISU Faculty/Department	15 hours	1 hour
Group/lab supervision by ISU Faculty/Department Supervisor	22.5 hours	1.5 hours
Minimum of 40% direct contact with clients	40.0 hours	2.7 hours
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.)	22.5 hours	1.5 hours
Total Hours	100 Hours	7.5 minimum

Students must experience at least two different field placements during their clinical experience, which includes COUN 6697 and COUN 6698.

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 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

- MIDTERM 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](#) and ensure an [Affiliation Agreement with Attachment A Confidentiality Understanding](#) is in place between ISU's Department of Counseling

and the field setting. 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](#) 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](#) for specific information on background check requirements.

POLICY REGARDING COUNTING HOURS DURING BREAKS

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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 permitted to count clinical hours if the break occurs during the course of the semester but are not permitted to count clinical hours following the end of a semester. If at the end of the semester, 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. Whether a break is during or following the end of a semester, if a student is interested in continuing at their site, the student must submit a signed waiver to the 6697/6698L Moodle dropbox by the before the beginning of the break as well as notify the lab supervisor(s). The waiver which is located in both the course and advising Moodle specifies that the site supervisor understands 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. The waiver statement reads as follows:

“I, (Site Supervisor) understand that (Student Name) will not be receiving supervision through Idaho State University for the time between (Dates of Break) and that (Site Name) assumes all legal liability and ethical responsibility for this student’s work”

LIABILITY (MALPRACTICE) INSURANCE

- I. 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.
- II. Liability (malpractice) insurance for the faculty supervisor will be provided by the faculty supervisor having ACA Liability Insurance or some other professional policy.
- III. 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 the 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 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:

- Regular attendance.
- Maintenance of complete and accurate case records.
- Professional behavior (including being on time, being prepared, and appropriate attire).
- Case presentations.
- Participation in observation, feedback, and consultation.
- Adequately meeting their responsibilities in COUN 6697 and 6698.
- Developmentally appropriate use of counseling skills.

Students are encouraged to select a field setting that will test their capabilities and not simply allow them to “get through” the experience. Students are expected to:

- Come to understand the basic principles of human growth, development, and learning and how these principles facilitate learning and counseling processes.
- Increase their understanding of the various counseling theories, models, techniques, and procedures.
- Practice basic skills essential to counseling.
- Increase their understanding of the dynamics of individual, couple, and family behavior and the larger context in which these systems are embedded.
- Foster an internally consistent, theoretically-based approach to counseling or alignment with models of practice consistent with the setting.
- Establish and maintain counseling relationships congruent with the Code of Ethics of the American Counseling Association.
- Increase their ability to discern clients' problems and implement appropriate intervention strategies.
- Increase confidence in their ability to perform the counselor role.
- Learn how to write effective notes and reports.
- Meet other objectives that are required by the faculty/departmental and site supervisor.

TASKSTREAM CHECKLIST FOR MASTERS 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 its 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. Chad Yates or the graduate assistant (GA) assisting Dr. Yates) know and we will be happy to help! Fall office hours are also available; please email Dr. Yates (chadyates@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 I/spring site 1).
- Meet with your supervisor and review Taskstream together (i.e., logging on together and telling them which site they are, such as "6698 spring site 1 or site 2" and discuss expectations).
**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 the 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.
- Letter of Intent - District 25 (only applicable to school counselors in D25; signed by yourself, a D25 representative, and the principal).

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.
 - *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.
 - *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.*
- Site Evaluation (not seen by site, meant to help future students)
- Supervisor Evaluation (not seen by your supervisor, helps future students and ISU)
 - For site/supervisor issues, talk to your advisor or the internship coordinator
- Signed biweekly logs in a single 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)
- Verification of supervised experience (excel cover sheet) indicating credit hours and total hours and signed by yourself and your faculty
 - Ensure hours match credits
- Review all requirements for accuracy and completion

In case of incomplete hours:

- You will need to extend 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.
 - *Changing an incomplete grade takes time as many administrative approvals are needed.*

TROUBLESHOOTING FOR COMMON ISSUES:

Email Taskstream Doctoral Assistant if...	Email Faculty Internship Coordinator if...	Email Counseling Department Assistant if...
You have more than 2 sites in a semester	You have issues with your site supervisor	Your supervisor has reported they do not have access to evaluate you or are not in the proper location
You believe you need to upload items into an atypical section such as "extra site 1".	You leave your site for whatever reason	

You or your supervisor accidentally uploaded an item into the wrong location.	You have questions about an incomplete grade	
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		

For any other questions, please email the faculty lab coordinator/your advisor/the doctoral assistant. Please review the syllabus first.

EVALUATION OF STUDENTS AND SUPERVISORS

Students will be evaluated by the 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 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 using Taskstream.

PRACTICUM/INTERNSHIP STUDENT EVALUATION FORM

The [Student Evaluation form](#) 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 midterm 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.

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 policies 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 with 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.

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 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 "

CODE OF ETHICS

The Department of Counseling abides by the [Code of Ethics of the American Counseling Association](#) and requires all students and supervisors to abide by these standards. We are especially sensitive to the area of confidentiality. This is an area which frequently causes considerable concern. The [ACA Code of Ethics](#) Section B.2.a states:

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.

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

Confidentiality can also be broken upon consent of the 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 the [ACA Code of Ethics](#).

IDAHO REPORTING PROCEDURES

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

CHILD ABUSE

WHAT CONSTITUTES CHILD ABUSE?

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

- Physical Abuse: Purposeful 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 caretaker or other persons

REPORTING REQUIREMENTS AND INFORMATION

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 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 a 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. Reporter's name is usually not released to anyone other than employees of the state agency or the state attorney without the 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 daycare centers may fear the 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 a 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	DON'T
Believe the child	Promise confidentiality
Find a private place to talk	Panic or express shock
Reassure the child that they have done the right thing by reporting	
Listen to the child	
Restate important thoughts-use the child's vocabulary	
Tell the child help is available	
Report the incident IMMEDIATELY to your local Department of Health and Welfare or the police	
Consult with the faculty and site supervisors	

REPORTING ABUSE

To report abuse contact the Department of Health and Welfare or the Police

Pocatello		Nampa		Boise		Statewide
Health and Welfare	208-239-6200 After Hours: 208-235-5869	Health and Welfare	208-465-8452	Health and Welfare	208-334-6800	211
Pocatello Police	208-234-6121	Nampa Police	208-465-2257	Boise Police	208-570-6000	855-552-5437
Bannock County Sheriff	208-236-7111			Meridian Police	208-888-6678	
Chubbuck Police	208-2377172					

Make sure to include the following when making a report:

- 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 relevant
- Nature and extent of alleged abuse or neglect
- Identity and relationship of abuser, if known
- Reporter's name (not mandatory)
- Other information that you believe 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 will investigate the case, notify the family a report has been filed, and check the child's condition. A child who appears to be in immediate danger will be put into temporary protective custody. Follow the field setting's protocol for reporting. However, it is your responsibility to make sure that a report is filed.

INTENT TO HARM SELF AND/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 the faculty and site supervisors.**

APPENDIX A
PROOF OF LIABILITY (MALPRACTICE) INSURANCE

DEPARTMENT OF COUNSELING
IDAHO STATE UNIVERSITY
POCATELLO/MERIDIAN, IDAHO

PROOF OF LIABILITY (MALPRACTICE) INSURANCE

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

Printed Name

Student Signature

ID #

Date

ISU Liability Insurance (Effective dates August 2023 to 2024)

OR

Insurance Policy Number _____

Company _____

Effective Dates: _____ to _____

(Original signed form will be filed in student record)

APPENDIX B

CASE PRESENTATION FORM

1. Counselor's Name _____
Session # _____
2. Setting: _____
Date: _____
3. Client's Name _____

Relevant Cultural and Identifying 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/ Couple Counselor Therapeutic Contact (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 intervention (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

PERMISSION TO RECORD

I, _____ give _____ ,
 (Client* or client's Parent/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 for those specified above.

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

 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 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 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.

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

(208) 282-2413

ngonidzashempofu@isu.edu

Internship Coordinator-Meridian: Alex Gantt-Howrey

ISU Department of Counseling Panopto Technology Coordinator: Chad Yates

(208) 282-3158

yatechad@isu.edu

DEFINITIONS:

*Users: counseling masters students enrolled in practicum and internship, ISU Counseling Department Supervisors (assigned doctoral students), and ISU faculty members

** SSL (Secure Sockets Layer): 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.

SECURITY MEASURES

When viewing video content 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 from 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 it's uploaded will help protect the security of the video content.

How to Delete Video Recordings (Online and Internal):

1. Within Panopto Recorder enter the video library
2. Select the video and select **delete** from the action buttons available upon selecting the three vertical dots in the top right corner of the video preview (Fig. 1a)

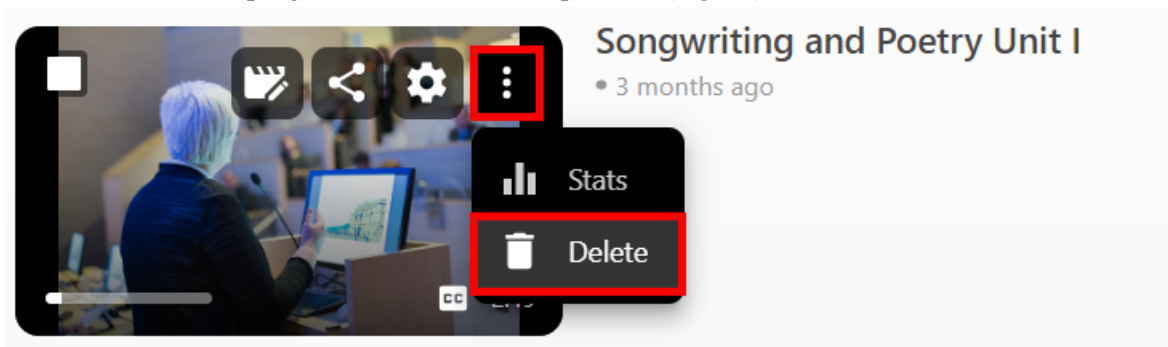


Figure 1

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 necessary.

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

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

DEPARTMENT OF COUNSELING
 IDAHO STATE UNIVERSITY
 POCA TELLO, IDAHO 83209

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 patient:

1. _____

2. _____

3. _____

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

Client Name (please print)

DEPARTMENT OF COUNSELING
IDAHO STATE UNIVERSITY
MERIDIAN, IDAHO 83642

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 patient:

1. _____

2. _____

3. _____

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

Client Name (please print)

APPENDIX D

PRACTICUM INTERNSHIP FORMS

PRACTICUM/INTERNSHIP FIELD APPROVAL AND SETTING INFORMATION-REVISED
1

and

PRACTICUM/INTERNSHIP STUDENT EVALUATION OF FIELD SETTING

Student will obtain the information to complete the approval form in Taskstream.

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 2023-2024** under the supervision of _____

The field-based experience will begin on _____ and conclude on _____

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

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

Supervision for the above activities will be provided by the school site supervisor through direct supervision of some of the activities and weekly (at a minimum) conferences for the balance of the activities. The university program supervisor will also provide supervision of selected school counseling activities. If parents consent, recordings may be used in individual and group supervision for the evaluation and instruction of the graduate student. The tapes and the information they contain will be managed and utilized in a professional manner.

Practicum/Internship Student Date

School District 25 Representative Date

Principal Date

SAMPLE AFFILIATION AGREEMENT

Affiliation Agreement

This Affiliation Agreement (“Agreement”) between Idaho State University, on behalf of its Department of Counseling located at 921 S. 8th Ave., Stop 8120, Pocatello, ID 83209-8120 (“Program”) and [Site] located at [Address, City, State] (the “Facility”) (*each individually, a “Party,” and collectively, the “Parties”*), takes effect on [Date] (“Effective Date”).

Background

- Program is a higher education institution having enrolled Students (“*Student*” no matter if singular or plural) who have need for clinical education experiences (“*Experience*” no matter if singular or plural).
- 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 the Student’s Experience.

B. Nondiscrimination

Each Party must not discriminate on the basis of race, creed, sex, national origin, disability, or any other characteristic protected by law, unless the law permits.

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 schedule, content, objectives and goals.

II. Program Responsibilities

A. Definitions

1. *HIPAA*- CFR parts 160 and 164 and HITECH (Title XIII of the American Recovery and Reinvestment Act of 2009)
2. *ACCE*- 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
 - b. The desired Student Experience
2. Ensure that the Student is appropriately assigned to the desired Experience including:
 - a. Evaluating the Student's competence and knowledge before the Experience begins and after the end of the Experience
 - b. Requiring the student to carry appropriate general and professional liability insurance
3. Ensure that the Student is knowledgeable and prepared with:
 - a. Transportation needed to fulfill responsibilities at the Facility
 - b. Room and board while performing the Experience at the Facility
 - c. Scheduled 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 Program requirements and regulation for clinical education, including professional practice standards
6. Facilitate communication between Parties, including:
 - a. Appointing a member of Program faculty to serve as ACCE
 - b. Notifying Facility in writing of the identity of ACCE and any Program-designated director
 - c. Notifying Facility annually of the current academic year's clinical education schedule

- d. Notifying Facility of each specific Student assignment no later than ten (10) working days before the Student's arrival, subject to the arrangement set forth in Section IV. B-C
 - e. Providing the Facility with specific Student outcome objectives for each assigned Experience
7. Direct each Student to comply with Facility's policies and procedure governing any use or disclosure of individually identifiable health information under federal law (specifically including HIPAA)
 8. Ensure, at the Facility's request, that each Student signs and delivers to Facility (before the Experience begins) a copy of the attached Confidentiality Understanding

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 the Facility's ability to accept the Student
- D. Provide the Student with a clinical schedule averaging forty (40) hours weekly
- E. Complete and return each Student evaluation according to the Program's guidelines and schedule
- F. Not subject the Student to any sexual harassment
- G. Inform and train the student regarding the 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 their identity
- I. Assume and maintain responsibility for patient care

IV. Student Experience Characteristics

- A. No employment relationship to either Party

1. In General

The Facility's rules and regulations apply to each Student to whom

2. Program assigns an Experience**3. 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 Experience as part of the Program's curriculum

4. HIPAA

The student specifically is not and must not be considered to be Facility's employee. However, 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
- b.** As workforce is defined under 45 CFR 160.103

B. Short Notice Assignment

- 1.** In an emergency circumstance, the Program has a right to assign a Student to an Experience with fewer than ten (10) days' notice to the Facility.
- 2.** The Facility reserves a right to accept or reject that assignment

C. Short Notice Cancellation

- 1.** The Program retains a right to cancel a Student's Experience assignment for academic or by reason of other good cause with fewer than ten (10) days' notice to the Facility, with no duty to designate another Student as a replacement

D. Assignment Refusal

- 1.** The Facility retains a right, provided good cause, to refuse any clinical assignment with fewer 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 (the Party must document):

1. Student's unprofessional or unethical behavior
2. Facility's staff's unprofessional or unethical behavior directly affecting the Student's Experience
3. Student's failure to meet Program's prerequisite academic requirements
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, subject to providing at least sixty (60) days' advance written notice to the other Party

1. In the event of termination of this Agreement by either Party, Student currently assigned to clinical experience at the Facility at the time of notice of termination will be given the opportunity to complete their Experience at the 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 Student

3. Program Indemnity

a. Scope

To the extent of any applicable insurance coverage and/oro 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
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's 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
 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.

XI. Binding Authority.

Each Party has authorized an undersigned individual to sign this Agreement on behalf of that Party

Program Notification Address:

Facility Notification Address:

Idaho State University
General Counsel
Pocatello, ID 83209-8410

Signed: _____

Signed _____

Program: _____

Facility: _____

IDAHO STATE UNIVERSITY

Printed Name: _____

Title: _____

Rex Force, Pharm. D

Vice President for Health Sciences

Date: _____

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 (SITE and ADDRESS) (“Facility”) and **Idaho State University**, on behalf of its Department of Counseling (“Program”).

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

Student further must abide by the applicable rules and policies of both Facility and Program while at Facility. Student understands that, in addition to other available remedies, Facility immediately may remove the Student and terminate the Student’s confidentiality, disrupt Facility’s operation, or not the 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

DEPARTMENT OF COUNSELING
IDAHO STATE UNIVERSITY
POCATELLO, IDAHO 83209
MERIDIAN, IDAHO 83642

SUPERVISED COUNSELING EXPERIENCES VERIFICATION FORM

Student Name: _____

Semester: _____

Credits: _____

Course: _____

Practicum/Internship Location: _____

Duties in Setting: _____

Duties in Setting: _____

Dates: _____ to _____

Total Hours of Face-to-Face Counseling Contact

Individual	
Couple/Family	
Group	

Total Hours of Individual Direct Supervision Contact:

1:1/Triadic with University Supervisor	
1:1/Triadic with Field Supervisor	

Total Hours of Lab Supervision: _____

Total Indirect Hours in Setting: _____

All Other Hours in Setting: _____

Hours Toward Practicum/Internship: _____

Direct Contact + Supervision + Other Indirect in Setting: _____

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

CODE OF ETHICS

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

APPENDIX G

POLICIES AND PROCEDURES FOR ANIMAL PARTNERS

IDAHO STATE UNIVERSITY DEPARTMENT OF COUNSELING POLICIES AND PROCEDURE FOR ANIMAL PARTNERS

GUIDING PHILOSOPHY

Human-animal interaction is a broad term that refers to any manner of relationship or behavior between people and animal (s). They can occur in individual, community, or societal contexts. The human-animal bond is a mutually beneficial and dynamic relationship between people and animals that is influenced by behaviors essential to the health and wellbeing of both. This includes, among other things, emotional, psychological, and physical interactions of people, animals, and the environment (AVMA, 2017). The ISU Department of Counseling recognizes and appreciates the potential for certain human-animal interactions to be beneficial to the wellbeing and learning of the people and animals involved in our learning environment.

In the Idaho State University Department of Counseling, the human-animal bond (HAB) is both conceptualized and applied through the lens of the One Welfare Model (Pinellos, Appleby, Scott-Park, Smith, & Verde, 2016). The One Welfare Model promotes the direct and indirect links of animal welfare to human welfare and environmentally friendly animal-keeping systems. As such, human health/welfare and animal health/welfare are interwoven and interdependent, and human-animal wellness/relationships are understood to be predictive of human-human wellness/relationships. Thus, improvements in the wellness of human animal relationships often result in improvements in the wellness of a person's relationships with other people, and vice versa.

In keeping with this approach, a primary guiding principle of the HAB in the ISU Department of Counseling is that all human-animal interactions must be mutually beneficial. This means that the wellbeing of the animals involved is of paramount importance and is prioritized over all other aspects of human-animal interactions. Best practices in the application of the HAB clearly indicate that the animals involved must actively enjoy their time in our department, and that their welfare is protected at all times. Animal partners shouldn't simply tolerate their role, but they should actively show signs of enjoying it. Ensuring an animal partner's wellbeing is not only an important consideration out of respect for ethical treatment of animals, but it is also essential in minimizing risks assisted with the intervention.

Although described in more detail in subsequent sections, we espouse the following constructs as requirements for building a culture of respect towards human-animal interactions in our department:

- Recognize animals as sentient beings with complex inner lives
- Avoid objectification of animals as 'things' or 'tools', and avoid the terms "use" and "it" in reference to animal partners
- Avoid anthropomorphism in favor of accurate perspective-taking
- Ensure that animal partners are entitled to bodily autonomy, choice, and active consent at all times
- Practice humane handling and humane holistic husbandry with animal partners

In subsequent sections of this document, specific guidelines relevant to ensuring the safety, wellbeing, and enjoyment of all humans and animals involved are clearly and concretely written. It required that all Department-affiliated human-animal interactions comply with these specific guidelines, both on and off campus.

ANIMAL PARTNER APPROVAL PROCESS

All animal partners who will be interacting with students or clients in connection with the department require documented approval for each animal for every visit by Dr. Stewart and Dr. Sacco in advance. This requirement extends to bringing the animal for an on-campus visit, and for students or clients leaving campus to visit animal at another site. Only therapy animals and animals in training will be permitted on campus or to interact with students and clients. Personal pets and emotional support animals (ESAs) are not permitted in the Department of Counseling. Service Animals assisting a handler with a disability are permitted in accordance with ADA.

ANIMALS PERMITTED IN THE DEPARTMENT

THERAPY ANIMALS

Therapy Animals are specifically trained and evaluated animals who partner with a handler in order to provide services to people other than the handler. This may be through Animal Assisted Activities (AAA), Animal Assisted Therapy in Counseling (AAT-C), Animal Assisted Education (AAE), or Animal Assisted Supervision. Therapy animals visiting the department of counseling must either be registered with the Association of Animal-Assisted Intervention Professionals, Pet Partners or Intermountain Therapy Animals, or under certain circumstances may be evaluated for visits by Dr. Stewart. Proof of registration with a therapy animal organization or written approval by Dr. Stewart must be provided to Dr. Stewart and Dr. Sacco prior to the therapy animal visiting the Department of Counseling.

ANIMALS IN TRAINING

The Department of Counseling recognizes the importance of socialization for animals of any age, and especially during critical socialization periods. However, these animals are often too young to be evaluated and registered as therapy animals. These animals in training are allowed in the department on a case-by-case basis with permission from Dr. Stewart and Dr. Sacco. Informed consent will need to be gathered from all who will be in contact with these animals as there are additional risks involved with their presence on campus. Animals in training will be on campus for the purpose of socialization. Socialization is an intensive process that requires time and focus from the handler. Each visit and any activities an animal in training will be involved in require pre-approval by Dr. Stewart and Dr. Sacco. The handler will make it clear that the activities an animal in training is involved in are not AAIS of any kind, but opportunities for socialization. Animals in training will not be left unattended at any point while on campus. Handlers will take special precautions for animals who have not yet received their full vaccinations, such as not allowing them to be on the ground where unvaccinated animals may have been.

HANDLER PREPARATION AND COMPETENCE

Facilitating human-animal interactions requires specialized education and preparation. Handlers working in association with the department with their animal partners or animals in training will be required to have successfully completed the Idaho State University Certificate in Animal Assisted Interventions. Equivalent programs may be considered on a case-by-case basis. Handlers must hold a current Certified Animal Assisted Intervention Specialist (C-AAIS) credential through the Association of Animal Assisted Intervention Professionals (AAIIP). Handlers will be held to the following professional standards and competencies while working on or off campus: AAIIP Standards of Practice (CITE), AAIIP Competencies (CITE), Animal Assisted Interventions International (AII) Standards and Competencies (AII, 2022), and the American Counseling Association's Animal-Assisted Therapy in Counseling Competencies (Stewart et al., 2016). If any handler demonstrates intentional actions that are inconsistent with the aforementioned professional standards and competencies, Dr. Stewart and Dr. Sacco reserve the right to revoke the handler's approval, regardless of the handler's credentials, qualifications, or experience.

ANIMAL PREPARATION AND TRAINING

Animal Assisted Interventions require a healthy relationship between handler and animal partner. For that reason, training methods and equipment must be kept consistent at all times, whether the team is working or not. Idaho State University Department of Counseling endorses fear free, force free, and positive reinforcement based humane training techniques. This applies to all species of animal partners. Animal partners and animals in training of any species are required to be trained on and off campus with these methods exclusively, Aversive equipment and positive punishment will not be tolerated. Aversive equipment includes, but is not limited to, prong collars, shock collars, whips, and choke chains, or nose chains. Any device that uses physical discomfort to the animal is prohibited, and training techniques that involve the use of physical intimidation, coercion, or dominance-based approaches are also prohibited. Please note that these requirements apply to all human-animal interactions associated with the department, both on and off campus, and across all species of animals. Dr. Stewart and Dr. Sacco reserve the right to use their professional judgment if a handler utilizes other coercive approaches not listed above.

ANIMAL WORKLOAD

It is the responsibility of the handler in collaboration with Dr. Stewart and Dr. Sacco to predetermine the length and frequency of visits by therapy animals and animals in training. It is essential to the socialization process for animals in training that visits to the department are neutral or positive for the duration of their presence on the floor, The handler is responsible to end the visit early if the animal in training begins having a negative experience or is fatigued and not resting. If Dr. Stewart or Dr. Sacco believes that a therapy animal or an animal in training's visit should end for any reason, they will inform the handler and the handler must immediately take the therapy animal or animal in training off campus. The priority for the handler, Dr. Stewart, and Dr. Sacco is to meet the therapy animal and animal in training's needs. Risk,

PROFESSIONAL INSURANCE

Handlers are expected to provide proof of professional liability insurance that covers the types of animal assisted interventions that will be provided. Proof of liability insurance must be provided to Dr. Stewart and Dr. Sacco prior to the therapy animal visiting campus.

It is acknowledged that animals in training are not covered by liability insurance and require a separate and detailed informed consent.

RISK ASSESSMENT

ZOONOSIS AND INFECTION PREVENTION

One of the most commonly cited concerns in the development of HAB programing relates to the risk of zoonosis and infection control (Cotoc & Notaro, 2022; Schantz, 1990). Many of these risks can be mitigated when a professional has awareness of best practices and preventative measures. Zoonosis is defined by the Center for Disease Control and Prevention (2021) as a disease caused by germs spread between animals and people. In human-animal interactions, one must also consider reverse zoonosis, which are diseases that can be transmitted from animals to humans. As a part of demonstrating competencies in this field, professionals should be able to identify the most common sources of zoonosis and the most common zoonotic disease risks and to take proactive steps to mitigate these risks to the highest degree possible.

Handlers are responsible for creating cleaning procedures specific to the species of their therapy animal or animal in training in order to best prevent zoonosis, reverse zoonosis, and allergen spread. Cleaning

procedures should also maintain the general cleanliness of the Department of Counseling. Handlers will provide a written copy of their cleaning and zoonotic disease prevention procedures to Dr. Stewart and Dr. Sacco prior to the therapy animal or animal in training visiting campus. Cleaning procedures will be available upon request.

Although other zoonotic risks must be considered, E. Coli and Salmonella are the 2 most commonly occurring zoonotic risks. Animal waste should be appropriately disposed of, and animal waste 'accidents' are to be cleaned and disinfected immediately. Handlers are also responsible for wiping down surfaces associated with the animal's presence. Animal food/treats must not be kept in the departmental refrigerator, or other refrigerators intended for human food. Therapy animals/animals in training must not be fed a raw diet, unless that animal is an obligate herbivore. Appropriate management of zoonotic risk is the responsibility of the handler and the zoonotic management plan must be approved by Dr. Stewart and/or Dr. Sacco prior to the animal's visit.

ALLERGENIC CONSIDERATIONS

Handlers are required to take appropriate steps to minimize the presence of potential animal allergens in the areas visited by the therapy animal. This includes hair and dander cleanup of floors, surfaces, furniture, and pet bedding. Spaces often occupied by therapy animals must be vacuumed regularly with a closed-system HEPA vacuum cleaner. It is the handler's responsibility to clean out the vacuum after each use.

As some individuals may have more severe allergies to animals, the department must maintain at least one office/room that has never been visited by an animal. Handlers should offer for any students/clients to meet in this animal-free space if they have allergenic concerns that are not adequately addressed by the actions listed above.

CULTURAL CONSIDERATIONS

The Department of Counseling recognizes that all human cultural backgrounds carry unique conceptualizations of human-animal interactions and relationships and recognizes that certain species and breeds of animals may carry histories of oppression and association with power and privilege. Handlers take care not to assume that others share the same human-animal cultural perspectives as their own and apply the Core Disposition of Cultural Humility when facilitating human-animal interactions. Handlers will also demonstrate sensitivity to those that may have experienced animal related trauma or experience animal phobias.

ADVERSE EVENTS IN ANIMAL ASSISTED INTERACTIONS (AAIS)

Are defined as those events that cause, or have the potential to cause, physical, psychological, or emotional harm to any party involved in the interaction. Adverse Events will be recorded on the form in Appendix I.i. Handlers are required to complete the Adverse Events form for any interaction that causes physical, psychological, or emotional harm. Handlers will review the situation and the associated Adverse Events form with Dr. Stewart and/or Dr. Sacco. In instances when Dr. Stewart and/or Dr. Sacco are compelled to complete an Adverse Events form, they will review and consult with one another.

INFORMED CONSENT

Informed consent documents specific to each situation will be provided to every student and/or client who is likely to come into contact with the animal. Students and/or clients have the right to request that the therapy animal or animal in training not be present in their interactions with the handler. All informed consent documents must clearly state all potential risks associated with human-animal interactions,

including those risks that are unlikely. The informed consent document and plan to obtain informed consent must be preapproved by Dr. Stewart and Dr. Sacco.

LOCAL LAWS AND ORDINANCES

Handlers are expected to be in compliance with local laws and ordinances at all times. These include but not limited to: leash laws, vaccination and registration requirements, and waste disposal laws. Failure to comply with local laws and ordinances will result in the therapy animal or animal in training being prohibited from visits to the Department of Counseling.

VETERINARY CARE AND GROOMING

Therapy animals and animals in training participating in activities related to the Department of Counseling are required to have routine veterinary care and vaccinations. Therapy animals and animals in training will not be fed a raw diet, unless that animal is an obligate herbivore. Therapy animals and animals in training are required to be hygienic and well-groomed to a standard that is reasonable for the species/breed. At least 2 thorough veterinary exams are required per year for each animal involved in departmental AAIs. For hooved animals, appropriate hoof care must be consistently maintained, and appropriate dental care is required for all animals. Vaccination records and the most recent veterinary visit records must be provided to Dr. Sacco and Dr. Stewart for each animal. Updated records will be provided by the handler to Dr. Stewart and Dr. Sacco.

COMPLAINTS PROCEDURES

Complaints from faculty, students, and/or clients will be taken seriously. Complaints will be submitted through email or in writing to Dr. Stewart and Dr. Sacco. Complaints will be acknowledged within two business days of receipt and the Department of Counseling will aim to resolve these complaints within 30 days. Complaints should include the following: description of complaint, steps taken to resolve complaint until this point, and copies of any documents or conversations relevant to the complaint. If applicable, the Adverse Events Reporting Form will be provided to the party filing the complaint. The Review form included on the Adverse Events Reporting Form will be utilized to determine course of action after complaint is filed.

Department of Counseling
Idaho State University
Pocatello, ID 83209-8120

ANIMAL PARTNERS POLICIES AND PROCEDURES MANUAL ACKNOWLEDGEMENT FORM

I understand that I am responsible for reading and abiding by all the information presented in the Animal Partners Policies and Procedures Manual. I have reviewed the manual carefully and understand I am responsible for knowing and abiding by the material herein for animal partners both on and off campus. As presented in the manual, I understand that I will be held to the following standards: AAAIP Standards of Practice (AAAIP, 2022), AAAIP Competencies (AAAIP, 2022), Animal Assisted Interventions International (AAII) Standards and Competencies (AAII, 2022), and the American Counseling Association's Animal-Assisted Therapy in Counseling Competencies (Stewart et al., 2016). If I have questions concerning these materials, I will ask for clarification from Dr. Stewart and Dr. Sacco. 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 Animal Partners Policies and Procedures Manual and understand that am responsible for the information contained within the manual.

Signature

Date

APPENDIX G.I: ADVERSE EVENTS REPORTING FORM
Adapted with permission from UTCVM Institute of Agriculture

OVERVIEW OF ADVERSE EVENT:

Handlers Name: _____

Animal's Name: _____

Animal's Species: _____

Animal's Age: _____ Time and Date of Event: _____

Owner's Name (if not Handler): _____

Owner Phone: _____ Owner Email: _____

Offending Party name: _____

Offending Party Role: Handler Animal Participant Bystander Property/environment

Other: _____

Contact Information: _____

Affected Party Name: _____

Affected Party Phone: _____ Affected Party Email: _____

Affected Party Role: Handler Animal Participant Bystander Property/environment

Other: _____

Witness name: _____

Witness Phone: _____ Witness Email: _____

Witness Address: _____

Witness relationship with parties involved: _____

Location of event: On work site Off work site In transit Other: _____

TYPE OF ADVERSE EVENT

PHYSICAL INJURY

Bite Scratch Trip or Fall Due to Animal Obstruction Other: _____

Did the physical injury break skin? Yes No

Did the physical injury result in bruising or other trauma that did not break skin? Yes No

Details of Adverse Event resulting in physical injury

Adverse Event Description:	
What was the offending party doing immediately prior to the incident?	
What was the affected party doing immediately prior to the incident?	
Possible factors contributing to the incident:	

Site of injury on affected party's body:	
Extent of the injury:	
Treatment:	<input type="checkbox"/> No treatment necessary <input type="checkbox"/> Mild first aid (bandage, ice pack) <input type="checkbox"/> Sought medical attention
How was event handled immediately after incident?	
Was the event reported immediately?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Organization administrator name:	
Facility administrator name:	

Date/Time:	
Completed by (Name):	
Signature and Date:	

NON-PHYSICAL INJURY

- Loud noise (barking) Non-physical Aggressive Behaviors (e.g. growling, bearing teeth)
- Offensive smell Destruction of property (Urination, defecation) Other: _____

Details of adverse event not resulting in physical injury:

Adverse Event Description:	
What was the offending party doing immediately prior to the incident?	
What was the affected party doing immediately prior to the incident?	

Possible factors contributing to the incident:	
Description of non-physical injury to affected party:	
Extent/Severity of Harm or Distress to Affected Party:	
How was event handled immediately after incident?	
Was the event reported immediately?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Organization administrator name:	
Facility administrator name:	
Date/Time:	

Completed by (Name):	
Signature and Date:	

REVIEW OF ADVERSE EVENT

To be completed by Dr. Stewart and reviewing personnel

Handler and Animal History:

Previous experiences or concerns with handler:

Date of Handler's initial registration:

Date of Animal's initial registration:

Date of most recent medical evaluation:

Concerns?

Date of most recent behavioral evaluation:

Concerns?

Handler factors:

Animal factors:

Environmental factors:

Affected individual factors:

ASSESSMENT:

Severity	<ul style="list-style-type: none"> <input type="radio"/> Less severe <input type="radio"/> Neutral <input type="radio"/> More Severe <input type="radio"/> Very Severe
Likelihood to reoccur:	<ul style="list-style-type: none"> <input type="radio"/> Very unlikely <input type="radio"/> Mostly unlikely <input type="radio"/> Likely <input type="radio"/> Very Likely <input type="radio"/> Absolutely Likely
Additional comments:	
This adverse event was immediately handled effectively:	<ul style="list-style-type: none"> <input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neutral <input type="radio"/> Agree <input type="radio"/> Strongly Agree
Additional feedback for handling similar adverse events in the future:	
Recommended Outcome of Adverse Event	<ul style="list-style-type: none"> <input type="radio"/> Retirement <input type="radio"/> Return to work <input type="radio"/> Animal Behavior Evaluation <input type="radio"/> Animal Medical Evaluation <input type="radio"/> Remediation <input type="radio"/> Handler Education <input type="radio"/> Other:

Explanation of Outcome and Preventative Actions to Avoid Future Adverse Events:	
Completed by (name):	
Signature:	
Date:	
Other Reviewing Personnel (name, contact, title):	
Other Reviewing Personnel (name, contact, title):	
Other Reviewing Personnel (name, contact, title):	
Outcome correspondence completed:	<input type="radio"/> Handler/Owner <input type="radio"/> Participant <input type="radio"/> Facility <input type="radio"/> Other:

CHECKLIST OF DOCUMENTS:

- Therapy Animal Organization Registration or Written Approval (Therapy Animal only)
- Written visit approval (for every animal for every visit)
- Proof of C-AAIS
- Proof of completion of certificate program
- Proof of liability insurance covering AAIS (Therapy Animals only)
- Draft of Informed Consent and Dissemination Plan
- Veterinary records, including vaccinations
- Draft of cleaning procedures
- Signed Acknowledgement form

