



**Idaho State
University**

**Kasiska Division
of Health Sciences**

**DOCTOR OF PHILOSOPHY (Ph.D.) DEGREE COUNSELOR
EDUCATION AND COUNSELING
STUDENT HANDBOOK
2023-2024**

Procedures and Program Policies



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

DOCTOR OF PHILOSOPHY (Ph.D.) DEGREE IN
COUNSELOR EDUCATION AND
COUNSELING PROGRAM HANDBOOK

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CHECKLIST
DOCTOR OF PHILOSOPHY (Ph.D.) DEGREE IN
COUNSELOR EDUCATION AND
COUNSELING

First Year - Fall Semester

- Curriculum Review (summer prior to 1st semester) for non-ISU graduates
- Register for Coursework - See Program Planning Sheet
- Submit Signed Forms: Liability Insurance Form and Rules for Clinic Room Use
- Obtain Licensure by Years' end (register with Board as Registered Supervisor if possible) First Year - Spring Semester

- Register for Coursework - See Program Planning Sheet
- Choose Committee Chair by February 1
- Initiate discussion on committee membership
- Complete program of Study Work Copy for Faculty Meeting Approval

Second Year - Fall Semester

- Register for Coursework - See Program Planning Sheet
- Submit Signed Forms: Liability Insurance Form and Rules for Clinic Room Use.

Second Year - Spring Semester

- Register for Coursework - See Program Planning Sheet
- Prior to sitting for the Comprehensive Oral and Written Exam, Complete All Outstanding Incomplete Grades From The First Year
- Take Comprehensive Oral and Written Exam (early February)
- Schedule Dissertation Prospectus Meeting (or following Fall Semester)
- Notify Department Administrative Assistant of Proposed Date/Time; Department will send Official Notification
- Solidify doctoral committee and notify Graduate School via

Letter Third Year-Fall Semester

- Schedule Dissertation Prospectus Meeting (if not accomplished previous Spring Semester)
- Notify Department Administrative Assistant of Proposed Date/Time; Department will send Official Notification
- Work on Dissertation
- Must submit Final Program of Study Work Copy for Faculty Meeting Approval if not yet done

so. Third Year - Spring Semester

- Complete Coursework
- Complete Specialization Areas and Obtain Signatures on Program Requirements Verification Form
- Complete Dissertation
- Schedule Dissertation Defense in Consultation with Committee Chair and Committee
- Notify Department Administrative Assistant of Proposed Date/Time who will send Official Notification
- Submit Signed Program Requirements Verification Form to Department Administrative

Assistant Post Defense

- Submit Human Subjects Committee Report

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

STUDENT RESPONSIBILITY FORM

I understand that I am responsible for reading and abiding by all the information presented in the Doctor of Philosophy (Ph.D.) Degree in Counselor Education and Counseling 2022-2023 Program Handbook.

<https://cms.isu.edu/terminalfour/SiteManager?ctfn=download&fnno=60&ceid=4a477790196ca29186a5b8ea378c388f655f5984>. I have reviewed the manual carefully and understand I am responsible for knowing and abiding by the material herein. As presented in the handbook, I understand the 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 1st year doctoral student group advising, my advisor, or from the Department Chair. 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 Doctor of Philosophy (Ph.D.)
2023-2024 Program Handbook and understand that I am
responsible for the information contained within the
handbook.*

Signature _____ Date _____

(Original signed form will be filed in student record.)

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

DOCTOR OF PHILOSOPHY (Ph.D.) DEGREE
IN
COUNSELOR EDUCATION AND COUNSELING

DEPARTMENT OF COUNSELING 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 Mental Health Counselors; and Clinical Rehabilitation 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.

We additionally prepare doctoral level counselor educators and supervisors to work primarily in institutions of higher learning as faculty in counselor education programs.

We believe it is also our mission to:

- instill a strong sense of professional identity as counselor educators, supervisors, social justice advocates, and researchers,
- help students gain an understanding of the rich knowledge base in counselor education,
- facilitate expertise in the skills of teaching, supervision, and research,
- aid students/graduates in their initial job placement,
- teach and perform research applicable to the practice of counselor education, supervision and counseling,
- 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.

DOCTOR OF PHILOSOPHY (Ph.D.) PROGRAM GOALS AND OBJECTIVES

The Ph.D. in Counselor Education and Counseling is designed to prepare graduates for work in counselor education programs and doctoral level counselors for work in university counseling centers and other counseling sites. The major emphasis of this program is to prepare graduates for a career in university teaching, supervision, and research in counseling programs.

Counselor education and counseling students at Idaho State University will be:

1. Prepared to teach courses in counseling skills and counseling theories.
2. Prepared to supervise counselors and counseling students via individual/triadic and group supervision across all counseling specialties (i.e., CMHC, CRC, MCFC, SA, and SC).
3. Prepared to teach selected courses in one or more of the CACREP counseling specialty areas.
4. Prepared to teach selected courses within 3 of the CACREP core areas.
5. Prepared to evaluate counselor education programs and counseling sites.
6. Knowledgeable of professional issues in the field of counselor education and profession of counseling.
7. Knowledgeable of ethical issues and practices in the field of counselor education and profession of counseling.
8. Experienced in developing and conducting qualitative and quantitative research.
9. Experienced in writing for professional publication.
10. Experienced in the advisement and mentorship of master's level counseling students.
11. Knowledgeable and skilled in providing advanced clinical counseling skills.
12. Knowledgeable of the sociological manifestations of cultural diversity.

COUNSELOR EDUCATOR & SUPERVISOR SELF AWARENESS

Idaho State University's Department of Counseling strongly believes in the role and value of the personhood of the counselor educator and supervisor as a necessary component of the educational, supervisory and counseling process. Counselor education and supervision requires the use of self as an instrument be fully integrated into the educational and supervisory process and relationship. As such, the personal qualities, characteristics, experiences, and reactions of counselors are as critical to becoming a counselor as they are to becoming a counselor educator and supervisor along with the knowledge and skills related to functioning as a counselor educator and supervisor.

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

As faculty endorse the value of the counselor educator and supervisor's personhood in the educational and supervisory process, feedback will be related to you as a counselor educator and supervisor. Active involvement in self-awareness and personal growth is an integral and necessary component of the counseling program. Students must be open to receiving 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 educator development and competency in the Counselor Education & Supervision profession. As such, certain non-academic conditions may impair the student's ability to work with others in class, practicum, supervision, or teaching settings. For this reason, should the faculty or course instructors note any impairment in judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. If such impairment is not successfully addressed through remediation measures, students may be delayed or dismissed from the program. A definition of impairment follows:

Overholser and Fine (1990) indicate that impairment is evaluated in five areas:

A serious deficit in any of the following:

1. factual knowledge
2. generic clinical skills
3. orientation-specific technical skills
4. clinical judgment
5. interpersonal attributes

An operationalized definition of impairment for interpersonal attributes is offered by Frame and Stevens-Smith (1995) as:

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

NOTE: Admission into the Department of Counseling does not guarantee graduation. The following nonacademic conditions may result in dismissal if they are observed to impair the student's ability to work with others in class, practicum, teaching, or supervision 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.

Diversity Statement

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

Non-Discrimination Statement

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

Syllabi Statement

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

PROFESSIONAL COMPORIMENT

Professional comporiment is defined as the ability to relate to others in a respectful and supportive manner (Benner, 1991), and is critical to a Counselor Educator's success in relating, communicating, and collaborating with colleagues, students, supervisees, and other members of the profession. Doctoral students in the Department of Counseling are expected to demonstrate and continuously develop their professional comporiment across all roles and activities relevant to their clinical, student, and educator/supervisor identities. Please review the subheaders below to gain a detailed understanding of departmental expectations regarding professional comporiment.

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 counselor educator/supervisor, 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.

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

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

1. Business Casual Attire.
 - a. Different settings, cultures, and geographical regions/climates may have varied ideas about what constitutes business casual attire. Students are responsible for understanding the dress code conceptualization for their academic, professional, and clinical settings. For example, attire that is considered business casual in the Rocky Mountain Region might differ from other regions (i.e., SACES, NARACES, 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

- a. 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.
 - a. *Note:* For class attendance or office hours, students are invited to select casual *or* business casual attire, provided that they attend the following sections about personal hygiene and trauma sensitivity.
2. Attend personal grooming and hygiene.
 - a. High standards of personal hygiene are expected of counselor educators/supervisors in most instances, barring reasonable and sometimes unavoidable exceptions for soil, sweat, and so on, for professionals engaging with in sports, ecotherapy/adventure-based counseling, experiential activities, or animal assisted interventions.
 - b. In general, except in the situations described above, counselor educator/supervisor clothing should be clean and clothing fabric should be in generally good condition.
 3. Demonstrate sensitivity to trauma, sensory differences, and diverse client identities.
 - a. Clothing, jewelry, or other forms of personal expression that overtly display a professional’s personal belief systems. Please remember that such items may activate previous experiences of marginalization in some students, supervisees, and/or clients.

b. Scents and fragrances.

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

c. Clothing Coverage and Fit.

i. Please be aware that visible exposure of some parts of our bodies may be triggering to some clients, peers, or professional colleagues. 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, etc., 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. This applies to students of all gender identities.

Professional Dependability

1. Absences and Tardiness.

Doctoral 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, faculty supervisors, and the department chair. 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 may result in formal remediative actions, regardless of prior approvals.

2. Co-teaching, Lab facilitation, and Supervision

Students are expected to arrive appropriately prepared for all co-teaching, lab facilitation, and supervision responsibilities. Students are expected to consult with supervising faculty or faculty co-instructors prior to the beginning of each semester to clarify expectations and review administrative responsibilities. Initiating these consultations are the responsibility of the student. Students are expected to uphold all roles and responsibilities as negotiated with supervising faculty, and understand that failure to fulfill expectations may result in formal remediative action.

- a. In co-teaching experiences, doctoral students are expected to demonstrate appropriate levels of engagement during class sessions. Appropriate engagement means that student co-teachers actively participate in classroom observation and discussions for the entirety of each class. Students who are appropriately engaged avoid the use of personal technology (i.e. laptops, tablets, phones) during class sessions and avoid using class session time to complete homework or assignments from other classes/roles.
- b. Doctoral students recognize that the administrative aspects of teaching are essential to providing high-quality educational experiences for students. In co-teaching experiences, doctoral students are expected to participate in grading and other administrative duties as negotiated with the faculty instructor of record.

3. Interpersonal Behavior.

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

- a. Doctoral students are expected to maintain professional boundaries appropriate to an evaluator/supervisor with all masters level students in the department of counseling. During their time in the program, doctoral students are prohibited from engaging in personal friendships or romantic/sexual relationships with masters level students, instructors, staff, or faculty.
- b. Each faculty member within the Department of Counseling has their own unique framework for navigating professional boundaries with doctoral students. Doctoral students are encouraged to understand and respect each

faculty's professional boundary framework on an individual basis.

- c. Each doctoral 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 doctoral student interpersonal dynamics. Doctoral 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.

CORE DISPOSITIONS FOR COUNSELOR EDUCATORS AND SUPERVISORS

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

Accepting how one's own cultural identities and experiences affect their perspectives and awareness in understanding the cultural identities and experiences of others

As evidenced by:

Interpersonal dimensions:

- 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:

- 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' experience in personal and professional relationships.
- develops skills and actions to address power imbalances at individual, community, and societal levels.

Mindfulness

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

As evidenced by:

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

Engagement

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

As evidenced by:

- demonstrating actions toward one's own personal development (wellness plan, personal counseling)
- professional development activities (conference attendance, professional association membership, involvement in professional service and advocacy)

Reflexivity

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

As evidenced by:

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

Curiosity

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

As evidenced by:

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

Integrity

Consistent commitment to professional ethics and values of the counseling profession, holding steadfastly true to one's commitments as a counselor in training and developing professional counselor

As evidenced by:

- demonstrating authenticity and congruence
- demonstrating trustworthiness and dependability
- persevering in learning to become a professional counselor

Empathy

The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings and thoughts of another

As evidenced by:

- 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

**FIRST YEAR DOCTORAL STUDENT TASKS AND EXPECTATIONS BEYOND
DOCTORAL CLASSES
2023-2024**

Before and During the First Week of Classes in Fall

1. Enroll in a minimum of 12 credits to qualify for your assistantship.
2. You are expected to be on campus during “contract week” which is the week before classes begin. This week is when our doctoral and master’s orientations occur.
3. Travel to Pocatello at the end of contract week or the end of the first week of classes to attend First Years’ cohort group experience and the department opening gathering..
4. Register for Rocky Mountain ACES Conference or ACES National Conference (usually held in early October).
 - a. Our doctoral students are expected to attend the RMACES and ACES Business meetings.
 - b. Our doctoral students are expected to attend the RMACES and ACES luncheons
5. Familiarize yourself with TaskStream, Panopto, and Titanium (see video links below for tutorials).
 - a. Attend orientations where these will be discussed in more depth.
6. If you are coming from out of state, prepare to get your LPC license for Idaho by the beginning of second year.

Once Fall Classes Begin

7. Co-instruct COUN 6696 PrePracticum class year one and two. Third year students may be required to co-instruct COUN 6696 depending on need.
8. Attend all classes for COUN 6621 Professional Orientation and Ethics
9. Co-supervise COUN 6697/6698 Master’s Practicum/Internship Labs
10. Co-lead COUN 6676 Small Group Experience.
11. Provide individual supervision of COUN 6696 students as needed (usually post- midterm).
12. Supervise Counseling Clinic counselors-in-training on campus as scheduled and take part in clinic management duties as assigned by the clinic director.
13. Encouraged to register for and attend the Idaho Counseling Association Conference.
14. You are expected to be on campus, (or at least via zoom) and continuing educational and clinical duties during “finals week” which is the week after our classes end.
15. First-year students will meet with the Department Chair as a group for weekly advising.

Spring Semester

16. You are expected to be available to be on campus during “contract week” which is the week before classes begin.
17. You are expected to attend and help facilitate both Doctoral Interviews as well as Masters Interviews.
18. You will choose your doctoral committee chair in the spring (February 1st) and begin meeting with that faculty on a weekly basis.
19. You are expected to be on campus and continuing duties during “finals week” which is the week after our classes end.

20. If you have any questions about these expectations, it is your responsibility to ask the Department Chair for clarification. If you do not meet the expectations herein, a Professional Progression Plan may be initiated. See the retention, remediation, and dismissal policies in this manual for more information about the PPP.

Continued Tasks and Expectations Beyond Attending Doc Classes Second and Third Year– 2023

Before and During the First Week of Classes in Fall

1. Enroll in a minimum of 12 credits to qualify for your assistantship.
 - a. You must insure to use all 18 credits of 8849, as well as 12 credits of 8850 by the end of your program. Please work closely with your advisor to ensure correct semester by semester class registration.
2. You are expected to be on campus during “contract week” which is the week before classes begin. This week is when our doctoral and master’s orientations occur.
3. Register for Rocky Mountain ACES Conference or ACES National Conference (usually held in early October).
 - a. Our doctoral students are expected to attend the RMACES and ACES Business meetings.
 - b. Our doctoral students are expected to attend the RMACES and ACES luncheons.
4. Attend all doctoral student orientations during contract week.
5. You are responsible for scheduling your prospectus and defense dates with your committee. Remember to consult the Graduate School’s Dissertation Manual for all other guidelines <https://www.isu.edu/media/libraries/graduate-school/2018-Thesis-Dissertation-Manual.pdf>
6. [The Graduate school now requires](https://docs.google.com/forms/d/e/1FAIpQLSdoYc79uP2zQb5uV) advisors to fill out a form to schedule a defense: Please [have your advisor submit the Request to Schedule Oral Defense form](https://docs.google.com/forms/d/e/1FAIpQLSdoYc79uP2zQb5uV)

Once Fall Classes Begin

7. Co-instruct COUN 6696 PrePracticum class. For third years this may be required depending upon the number of students enrolled in COUN 6696, and thus would count as hours toward your GA requirements.
8. Co-supervise COUN 6697/6698 Master’s Practicum/Internship Lab. For third years this may be required depending upon the number of students enrolled in COUN 6697/6698, and thus would count as hours toward your GA requirements.
9. Co-lead COUN 6676 Small Group Experience. For second and third years this may be required depending upon the number of students enrolled in COUN 6676, and thus would count as hours toward your GA requirements.
10. Supervise Counseling Clinic on campus as scheduled and take part in clinic management duties as assigned by the clinic director. For third years this may be required depending upon the number of students serving as interns in PCC or MCC, and thus would count as hours toward your GA requirements.
11. Register for and attend the Idaho Counseling Association Conference.
12. You are expected to be available and be on campus during “finals week” which is the week after our classes end.
13. In second year, secure all your committee members in coordination with your advisor and send in your final program of study to the Graduate School.

Spring Semester

14. You are expected to be available to be on campus during “contract week” which is the week before classes begin.
15. In third year, order regalia and apply for graduation.
16. You are expected to attend and help facilitate both Doctoral Interviews as well as Masters Interviews.
17. You are expected to be available and on-campus during “finals week” which is the week after our classes end.

PROCEDURES FOR SECURING A GRADUATE COMMITTEE

Doctoral study at Idaho State University requires a major commitment on the part of the student and the student's committee. The student is expected to work closely with faculty members and will be included in departmental teaching assignments, counseling practicum/internship supervision, advising, student evaluations, and related counselor education and counseling experiences. Upon graduation, the student will have accumulated the equivalent of three years of experience as a counselor educator and supervisor. Because of the commitment required by faculty for this type of experience, the program admits four to six students each year with each faculty member working as a committee chair with no more than one student from a given cohort at a time. Faculty members believe that this small ratio is essential for the success of the student.

Therefore, before a student can move from a Classified status to Candidacy status, the student must have assessed the interests and areas of expertise of the faculty members and identified those faculty members who have the greatest potential for serving as graduate committee members. The student must also identify the faculty member who will serve as their committee chair. During this selection process, faculty members will need opportunities for assessing the student's potential as a counselor educator/supervisor in order to decide if they support the student and would be willing to serve on the student's graduate committee.

No later than the third semester of graduate study in the Department of Counseling, the student will consult with his or her committee chair about the GFR fifth committee member. If a student chooses to have four committee members from the Department, the fifth committee member must be a non-departmental graduate faculty selected from the Kasiska Division of Health Sciences or the university at large. The fifth committee member is appointed by the Dean of the Graduate School and serves as the graduate faculty representative (GFR). The Graduate Catalog provides a list of Graduate Faculty in the appendix. After collaborating with the committee chair, the student typically meets with prospective fourth and fifth committee members to share their planned dissertation topic and areas of interest. Once securing the individuals' willingness to serve on the committee, the student can move forward with completing their Final Program of Study.

Please note that the Graduate Dean officially appoints the fifth committee member because that person serves as the Graduate Faculty Representative. Therefore, there is an additional step in which the Department Chair writes a letter requesting the appointment of your preferred fifth committee member.

For most students, the process of selecting a graduate committee occurs during the latter half of the fall semester of second year while the student is taking course work. As doctoral study is a major commitment of the student's time and money, the selection process is necessary to guarantee that a good match is made between the student and his/her graduate committee.

In summary, the admission and selection procedures to the program and to classified status are as follows:

1. Complete all appropriate application forms.
2. If admitted, register for the appropriate doctoral courses in the Department of Counseling.
3. Identify the faculty member who will serve as the committee chair.
4. Collaborate with committee chair about identifying two (or three) other departmental faculty members to serve on your departmental committee.

5. Secure the other two (or three) departmental faculty members in accordance with consultation with committee chair. Craft a letter to the Department Chair that identifies who is your committee chair and your other departmental committee members. This letter will create a change in the system identifying your new committee chair and will indicate to the Department that you can create a “Final Program of Study.”

PROGRAM OF STUDY FORM

The Graduate School is in process of changing this form and the process for its use. Please check back by the end of the semester as we expect procedures to have been settled.

**PROGRAM PLANNING
DOCTOR OF PHILOSOPHY (Ph.D.) DEGREE
IN COUNSELOR EDUCATION AND
COUNSELING**

Recipients of the Doctor of Philosophy (Ph.D.) degree in Counselor Education and Counseling must have demonstrated the ability to teach counseling related subjects, provide clinical supervision, conduct research and program evaluation relevant to the work setting, deliver individual, group and/or couple and family counseling, and provide consultation services. Graduates are prepared to be counselor educators, supervisors, and counselors but also may function as supervisors in university, mental health, and family counseling centers.

A. General Residency Requirement. Following the bachelor's degree, each candidate must complete the equivalent of ten semesters of graduate study including the master's degree and three years of doctoral residency. At least six of the semesters must be at the doctoral level and three must be consecutive semesters of full-time graduate study on campus. (It is strongly recommended that the student attend all six of these semesters on a full-time basis.)

B. Required Courses

	Leadership and Advocacy in Counselor Education	2 cr.
COUN 7683		
COUN 7701	Advanced Statistics	2 cr.
COUN 7702	Advanced Research and Experimental Design	2 cr.
COUN 7703	Qualitative Research	2 cr.
COUN 7704	Qualitative Methodology and Analysis	2 cr.
COUN 7705	Instructional Theory for Counselor Educators	4 cr.
COUN 7710	Practicum in College Teaching	2 cr.
COUN 7712	Advanced Psychological Testing and Assessment	2 cr.
COUN 7724	Advanced Diversity Issues	3 cr.
COUN 7727	Advanced Theories of Counseling	3 cr.
COUN 7774	Advanced Group Procedures	3 cr.
COUN 7790	Supervision in Counselor Education	3 cr.
COUN 8800	Research and Professional Issues (2 credits, repeated up to 6 credits)	2-6 crs.
COUN 8801	Career Development in Counselor Education	1 cr.
COUN 8802	Scholarship in Counselor Education	2 cr.
COUN 8848	Doctoral Counseling Practicum	2 cr.
COUN 8848L	Doctoral Counseling Practicum Lab	0 cr.
COUN 8849	Doctoral Internship	1-18 cr.
COUN 8849L	Doctoral Internship Lab	0 cr.
COUN 8850	Dissertation	1-12 cr.

Suggested Elective

COUN 7758	Independent Problems	1-4 cr.
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**THREE YEAR DOCTOR OF PHILOSOPHY (Ph.D.) DEGREE PROGRAM
IN COUNSELOR EDUCATION AND COUNSELING**

Official Transcript Review

FIRST YEAR FALL SEMESTER

COUN 7727 Advanced Theories of Counseling
COUN 7774 Advanced Group Procedures (includes 6676)
COUN 7790 Supervision in Counselor Education
COUN 8800 Research and Professional Issues
COUN 8849/8849L Doctoral Internship and Doctoral Internship Lab (i.e., g4491, 6676, 6696)

*master's degree curriculum review

*specialization/core areas developed

FIRST YEAR SPRING SEMESTER

COUN 7701 Advanced Statistics
COUN 7703 Qualitative Research
COUN 7712 Advanced Psychological Testing and Assessment 7712 & 7724 alternate
each spring semester COUN 7724 Advanced Diversity Issues
COUN 8802 Scholarship in Counselor Education
COUN 8849/8849L Doctoral Internship and Doctoral Internship Lab (i.e., 6669, 6697L and 6699L)

*develop committee/letter to Department identifying Department committee members

*work on specialization/core areas

SECOND YEAR FALL SEMESTER

COUN 7702 Advanced Research and Experimental Design
COUN 7704 Qualitative Methodology and Analysis
COUN 7705 Instructional Theory for Counselor
Educators (includes g4491) COUN 8800 Research and
Professional Issues
COUN 8848/8848L Doctoral Counseling Practicum and Doctoral Counseling Practicum
Lab (may be taken now) COUN 8849/8849L Doctoral Internship and Doctoral Internship
Lab (i.e., g4491, 6676, 6696, 6697L, 6699L)

*final program of study

*dissertation proposal presentation in COUN 8800

*work on specialization/core areas

SECOND YEAR SPRING SEMESTER

COUN 7683 Leadership and Advocacy in Counselor Education
COUN 7712 Advanced Psychological Testing and Assessment 7712 & 7724 alternate
each spring semester COUN 7724 Advanced Diversity Issues
COUN 8848/8848L Doctoral Counseling Practicum and Doctoral Counseling
Practicum Lab (may be taken now) COUN 8849/8849L Doctoral Internship and Doctoral
Internship Lab (i.e., 6669, 6697L, 6699L)

*work on specialization/core areas

*dissertation committee meeting

*comprehensive examination (early February)

COUN 7712 and COUN 7724 offered alternating years

THIRD YEAR FALL SEMESTER

COUN 7710 Practicum in College Teaching (Prereq: COUN 7705)
COUN 8800 Research and Professional Issues
COUN 8801 Career Development in Counselor Education
COUN 8848/8848L Doctoral Counseling Practicum and Doctoral Counseling Practicum
Lab (may be taken now) COUN 8849/8849L Doctoral Internship and Doctoral Internship
Lab (i.e., 64491, 6696, 6669, 6697L, 6699L) COUN 8850 Dissertation
COUN Electives
*dissertation work
*work on specialization/core areas

THIRD YEAR SPRING SEMESTER

COUN 8849 /8849L Doctoral Internship and Doctoral Internship Lab
(i.e., 6669, 6697L, 6699L) COUN 8850 Dissertation
*complete specialization/core areas
*finish dissertation
*dissertation defense

POST DEFENSE

Submit Human Subjects Committee Report
Submit Article on Dissertation for Publication

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SEQUENCED MAP OF DOCTORAL STUDENT CO-TEACHING / SUPERVISING EXPERIENCES

Internship Activities (Program of Study Related)		
<p>The following co-teaching and supervision experiences should be planned out during doctoral advising with attention to the student's program of study, specialization, course availability, and needs of the department.</p> <p>The number of suggested co-teaching experiences per term serves as minimum recommendation of what is expected in your program of study. Students, with the support from their advisor, may increase their co-teaching load.</p>		
Teaching Core	Supervision	Group Facilitation
First Year Fall Semester		
Required: <ul style="list-style-type: none"> ● 6696 Pre-practicum ● 6621 Professional Orientation & Ethics (attend all classes, no teaching) 	<ul style="list-style-type: none"> ● 6698 Internship Lab ● 6696 Pre-practicum: After Midterm Grading - connected to COUN 7790 	Required: 6676 Small Group
First Year Spring Semester		
Attend all classes in one or two core or specialty courses and provide one teaching session in each class.	6697L/6698L Practicum/Internship Lab *Potential for 6697 extra supervision	
Second Year Fall Semester		
<ul style="list-style-type: none"> ● 6696 Pre-practicum ● Attend all classes in one core or specialty course and provide 1 or 2 teaching sessions in that class. And choose one of the following: <ul style="list-style-type: none"> ● 2 teaching sessions in 6621 Or ● 1 PDW on ethics minimum 6 hours Or ● 1 teaching session in 6621 And ● 1 three hour PDW Ethics workshop 	<ul style="list-style-type: none"> ● 6698L Internship Lab ● 6696 potential 2nd half semester [1] ● Internship Department Supervision section (as close to 6/doc students as possible). 	Possible 6676 Small Group
Second Year Spring Semester		

<ul style="list-style-type: none"> ● 3 Teaching sessions (Core or Specialty courses), attend all classes Required: ● 6660 Theories of Family & Couple Counseling Or ● 6625 Crisis Intervention & Trauma (P) Or ● 6628[2] Application of Counseling Theory (P) <p>*Possible Teaching Prac</p>	<p>6697L/6698L Practicum/Internship Lab</p> <p>*Potential for 6697 extra supervision</p>	
Third Year Fall Semester		
<ul style="list-style-type: none"> ● 2 Teaching sessions (Core or Specialty courses), attend all classes Required: ● 6627 Conceptualizing Counseling Theory ● 6628[2] Application of Counseling Theory (M) Or ● 6625 Crisis Intervention & Trauma (M) <p>*Possible Teaching Prac</p>	<p>6698L Internship Lab (whether we count these as internship or GA hours in a conversation)</p>	<p>Possible 6676 Small Group</p>
Third Year Spring Semester		
<ul style="list-style-type: none"> ● 3 Teaching sessions (Core or Specialty courses), attend all classes <p>*Possible Teaching Prac</p>	<p>6697L/6698L Practicum/Internship Lab (whether we count these as internship or GA hours is a conversation)</p>	
Summers are optional between 1-2 and 2-3rd years		
<p>Not specified, but 1-2 class sessions within a class</p> <p>*Possible Teaching Prac</p>		

*Indicates could be this semester or another semester based on program of study and departmental needs.

COUN 7710: DOCTORAL TEACHING PRACTICUM

The doctoral teaching practicum is described in the Graduate Catalog as “observation of and assisting in the teaching and evaluation of a college course under the supervision of the course instructor. The student will prepare and deliver at least 15 hours of instruction which will be observed by the faculty supervisor/instructor and will, in addition to observing the balance of the course, meet individually with the instructor for periodic discussions of procedure and methodology.” What this means in terms of teaching practicum options is the following:

1. COUN 7710: Teaching Practicum:
 - a. Taken no earlier than the spring of a doctoral student’s second year.
 - b. Four weeks is the minimum length of time for a class. Maximum credit load is a three-credit course. No workshops or weekend classes.
 - c. Doctoral students will have the option of co-teaching a pre-existing class, or may teach one of the suggested elective classes. See #2,
2. Teach an elective course, a minimum of 15 hours that is selected from the following list of elective options:
 - Grief and Loss
 - Child and Adolescent Counseling/Play Therapy
 - Human Sexuality
 - Spirituality/Religious Issues in Counseling
 - Adventure Based Counseling
 - Evidence-Based Practice (can target students’ preferred counseling specialty)

Your dissertation committee chair will be the course supervisor. You will arrange with them to either provide live supervision, or “video-informed” supervision, where you will record your teaching sessions and upload to Panopto. You will meet regularly for supervision as described above.

COUN 7710 serves as the setting in which you implement your emerging instructional theory that was developed while taking COUN 7705 (Instructional Theory for Counselor Educators).

You cannot take COUN 7710 until successful completion of COUN 7705.

DOCTORAL STUDENT CO-TEACHING IN DOCTORAL LEVEL COURSES

Given the intimate and complex relationships that exist across our doctoral cohorts, doctoral student involvement in doctoral classes should be limited in scope and conducive to creating a positive learning environment. Our doctoral program prides itself on being full-time, highly structured, and clearly sequenced with co-curricular experiences involving supervisory and co-teaching experiences at the master’s level across doctoral cohorts. Given the unique nature of our doctoral program, it would be appropriate for a third year doctoral student who has completed a course at least a year prior to engage in guest lecturing within a course. Juxtaposed to co-teaching at the master's level, a doctoral student would be guest lecturing on a certain

topic or experience for a few hours (i.e., conducting a phenomenological qualitative study, using assignments to enhance student learning outcomes) and not be present at other times throughout the semester. It would also be appropriate for a doctoral student who is proficient in research to be a "consultant" for the research courses. For a doctoral student to guest lecture or serve as a research consultant in a doctoral level course, both the instructor of record and committee chair need to approve such a role to ensure the doctoral student is appropriately prepared on a knowledge and skill level commensurate with the experience.

LIABILITY (MALPRACTICE) INSURANCE

The Department of Counseling has approved the following motion that 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. This is provided with a fee by the university.

Students are required to complete and sign the Proof of Liability (Malpractice) Insurance form (see Appendix A) and provide the original to the Department for their departmental file during the first semester of graduate study and each Fall semester thereafter.

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 Master's-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. ISU'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*. Refer to <https://www.isu.edu/media/libraries/student-affairs/Student-Handbook.pdf>

PRACTICUM/INTERNSHIP DISCLAIMER

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

BACKGROUND CHECK AND DRUG TESTING

Many field settings now require background checks and random drug testing. A background check is mandatory for practicum or internship placement in School District #25 (Pocatello) and is most likely required in all school districts. To be best prepared for beginning practicum/ internship on time.

Mandatory 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](https://www.castlebranch.com)
- Click on the "Place Order" button
- Enter in the Package Code: ID84, and click the "Submit" button
- Follow the directions to set up your myCB account, and submit your background check.

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

When you submit your background check, you will receive an order confirmation. Save the file as a pdf in this format (last name, first name - confirmation.pdf). Email the document to the Administrative Assistant Angie Walling at angiewalling@isu.edu or Nichole Jensen at nicholejensen@isu.edu in Pocatello or Mikayla Miller in Meridian at mikaylamiller@isu.edu.

RULES FOR CLINIC ROOM USE FOR PRIVATE PRACTICE

Please see form in Appendix B.

AUDIT POLICY

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

MATERNITY AND PATERNITY LEAVE POLICY

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

Time Off

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

Course Faculty Approval and Advisor Notification

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

Maternity/Paternity Student Leave - Request Services Form

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

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 e-mail addresses should not be provided to clients. Counselors may make appropriate contact with clients utilizing professional business e-mail addresses only. In general, e-mail contact should be limited to appointment confirmations or rescheduling. Counselors are not to provide therapeutic services via email exchanges. Counselors are also compelled to consider client confidentiality with all electronic forms of communication.
3. Counselors must be mindful of their public presence in social media and online. Counselors should not "friend", "like", or make other forms of contact with current or former clients utilizing social media or other online formats. Furthermore, counselors are compelled to ensure that public communication/statements made in online or social media outlets are professionally appropriate.

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 Dr. Stewart and Dr. 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 Department of Counseling or must comply with the **Department of Counseling Animal Partners Policies and Procedures for Animal Partners**. The Policies and Procedures may be found in Appendix J.

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's dedicated webpage](#). For legal descriptions relevant to service animals, which may be an exception, please visit the Department of Justice Service Animal Requirements (<https://www.ada.gov/resources/service-animals-2010-requirements/>).

IDAHO COUNSELOR LICENSING REQUIREMENTS

Also See Appendix F

Those students who are admitted in the Doctoral program are expected to become Licensed Professional Counselors in Idaho by the beginning of their second year of doctoral study. The State of Idaho has specific requirements that must be met in order to qualify for first tier licensure <https://adminrules.idaho.gov/rules/2000/24/1501.pdf>

The State of Idaho requires a passing score on the NCE examination for licensure. This is offered at ISU once per year in the spring and monthly by the IBOL. Please see: <https://ibol.idaho.gov/IBOL/BoardAdditional.aspx?Bureau=COU&BureauLinkID=102>

If the student holds a current counseling license in another state, an Idaho license may be applied for via endorsement. Please see Rule 300 at <http://adminrules.idaho.gov/rules/current/24/1501.pdf>

If qualified, student will secure their Registered Supervisor credential for their hours of supervision provided to master's level students. See <https://adminrules.idaho.gov/rules/2000/24/1501.pdf>

The Idaho Counselor Licensing Board requires the following for the first tier (LPC) license.

“Section 150 02. Supervised Experience Requirement. One thousand (1,000) hours of supervised experience in counseling acceptable to the Board. (7-1-93)

- 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 shall be direct client contact. Supervised experience in practicum and/or internships taken at the graduate level may be utilized. The supervised experience shall include 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. Face-to-face may include a face-to-face setting provided by a secure live electronic connection between the supervisor and supervisee. As stated under Subsection 150.01.a.iii. counseling practicum experience as opposed to job or internship experience shall be supervised at a ratio of one (1) hour of supervision for every ten (10) hours in the settings. For example: (3-29-12)
 - i. A person in a twenty (20) hour per week job/internship who is receiving one (1) hour of individual supervision each week would accumulate one thousand (1,000) supervised hours in fifty (50) weeks to equal the twenty to one (20/1) ratio. (7-1-93)
 - ii. A person in a forty (40) hour per week setting with one (1) hour of supervision per week would still require fifty (50) weeks to equal the twenty to one (20/1) ratio. (7-1-93)
 - iii. A person in a forty (40) hour per week setting with two (2) hours of supervision per week would accumulate the one thousand (1,000) hours at the twenty to one (20/1) supervision ratio in twenty-five (25) weeks. (7-1-93)
- b. Until July 1, 2004, the supervision must be provided by a Professional Counselor or a Clinical Professional Counselor licensed by the state of Idaho. **Effective July 1, 2010, supervision must be provided by a counselor education faculty member at an accredited college or university; Professional Counselor, registered with the Board as a supervisor; a Clinical Professional Counselor, registered with the Board as a**

supervisor; a Marriage and Family Therapist, registered with the Board as a supervisor; a Clinical Social Worker registered as a supervisor with the Board of Social Work; a licensed Psychologist; or a licensed Psychiatrist, licensed by the state of Idaho.

Supervision by a professional counseling peer, however, may be acceptable to the Board if the peer/supervisory relationship includes the same controls and procedures expected in an internship setting. (See Subsection 150.02.a.) For example, the relationship should include the staffing of cases, the critiquing of counseling tapes and this supervision must be conducted in a formal, professional, consistent manner on a regularly scheduled basis.”

In the Department of Counseling, supervision by doctoral students who have taken the supervision course are viewed as “counselor educators” and thus 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.

For the most current information, please contact:

Bureau of Occupational Licenses
700 W State Street Boise ID 83720 (208) 334-3233.
[email: ibol@ibol.state.id.us](mailto:ibol@ibol.state.id.us)
www.ibol.idaho.gov

NATIONAL BOARD FOR CERTIFIED COUNSELORS REQUIREMENTS

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

The State of Idaho requires a passing score on the NCE examination for licensure. This is offered at ISU once per year in the spring and monthly by the IBOL. Please see <https://ibol.idaho.gov/IBOL/BoardAdditional.aspx?Bureau=COU&BureauLinkID=102>

For information on national certification requirements, contact:

National Board for Certified Counselors
3 Terrace Way, Suite D
Greensboro, NC 27403-3660
(336) 547-0607 (8:30 a.m. - 5:00 p.m. eastern time, M-F)
<http://www.nbcc.org>
[email: nbcc@nbcc.org](mailto:nbcc@nbcc.org)

RETENTION AND DISMISSAL POLICY

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 educator and supervisor. The student's committee chair plays an integral role in giving feedback to a student thus providing opportunities for continued growth and development. Engagement in all aspects of the academic experiences developed by faculty in the Department exemplify professional competence and will increase the probability of successful completion of the program.

Dismissal Policy

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

When impediments are identified, the student will be informed verbally and in writing. Impediments may include, but are not limited to, those offered by Frame and Stevens-Smith (1995):

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

The above examples are also found in the description of the Core Dispositions (see page 10). If others (i.e., faculty, doctoral level supervisors) have made similar observations, the Department Chairperson, committee chair, or other faculty will initiate a meeting with the student to discuss the apparent impediment to progress toward professional competence. Remedies and expected behavior changes will be discussed and outlined in written and verbal form.

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

PROFESSIONAL PROGRESSION PLAN (PPP)

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 training. Upon receipt of the PPP, the student will review the plan and provide their signature indicating an understanding of the requirements expected and as 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. Please note: 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 doctoral 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 (See Withdraw or Dismissal in the Graduate Catalog). <http://coursecat.isu.edu/graduate/>.
- Dismissal for academic deficiency will occur when students earn the following in didactic coursework:
 1. Three final course grades at or lower than 2.7 (B-, or below).
 2. OR six credits at or below 2.7 (B- or below),
 3. OR below a 3.0 GPA (B),

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

ethical violations, lack of professional comportment, personal attitudes or value systems that conflict with effective counseling relationships, and personal concerns or psychopathology.

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

Dismissal for Academic Dishonesty

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

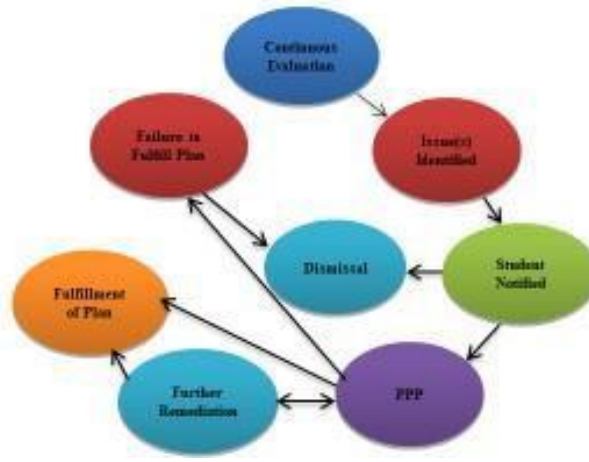
Plagiarism represents the most obvious, and potent, form of academic dishonesty for a counselor educator as scholar. A confirmed incident of plagiarism can be career ending, particularly if the incident is deemed intentional. However, even unintentional plagiarism is still plagiarism and a serious ethical issue. This form of academic dishonesty also is of primary importance for you as a doctoral 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 doctoral student and scholar. Here is a useful link to descriptions of plagiarism and strategies for its avoidance. <https://ori.hhs.gov/avoiding-plagiarism-self-plagiarism-and-other-questionable-writing-practices-guide-ethical-writing>

Other examples of ethical violations include, but are not limited to, the improper use of technology, failure to secure informed consent, breach of confidentiality, and lack of professional comportment. Lack of professional comportment, includes but is not limited to, a lack of engagement in course requirements, issues within interpersonal relationships with peers and faculty, and inappropriate use of power with clients and other students. The 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

Dismissal Process

Process is continuous from the start to graduation.



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 <http://coursecat.isu.edu/graduate/>.

APPEAL PROCESS

The Department of Counseling follows the Appeal Process detailed in the *ISU Graduate Catalog* at <http://coursecat.isu.edu/graduate/generalinfoandpolicies/appealsanddismissals/>.

Students who wish to appeal dismissal from a graduate program, or the receipt of a specific grade, should follow the Graduate School process. Department faculty fully supports students' right to appeal dismissal from the program. Appeal of a PPP is confined to first appealing to the Department Chair, then College of Health Dean (see above).

GENERAL PROGRAM REQUIREMENTS

Transcript Review: Doctoral students who have earned their master's degree from a 60 credit hour Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited program will be assumed to have entry-level knowledge in core and major course areas. Those not graduating from a 60 credit hour CACREP accredited program will have their transcripts evaluated by a faculty committee to determine knowledge base deficiencies. A remediation plan of study will be developed and approved by the faculty as necessary. This review will take place prior to the beginning of the first semester. The transcript review will verify content of the following courses in one of the five (5) specialized areas.

Marriage, Couple, and Family Counseling

COUN 6661 Issues in Family Counseling	3 cr.
COUN 6664 Family Assessment	2 cr.
COUN 6665 Advanced Family Systems Theory	2 cr.
COUN 6697 Practicum in Counseling	2 cr.
COUN 6697L Practicum in Counseling Lab	0 cr.
COUN 6698 Internship in Counseling	18 cr.
COUN 6698L Internship in Counseling Lab	0 cr.

Clinical Mental Health Counseling

COUN 6690 Foundations of Clinical Mental Health Counseling	3 cr.
COUN 6691 Professional Issues in Clinical Mental Health Counseling	3 cr.
COUN 6697 Practicum in Counseling (mental health setting)	2 cr.
COUN 6697L Practicum in Counseling Lab	0 cr.
COUN 6698 Internship in Counseling	18 cr.
COUN 6698L Internship in Counseling Lab	0 cr.
*sufficient fieldwork in appropriate setting	

Clinical Rehabilitation Counseling

COUN 6615 Foundations of Clinical Rehabilitation Counseling	3 cr.
COUN 6616 Professional Issues in Clinical Rehabilitation Counseling	3 cr.
COUN 6697 Practicum in Counseling (clinical rehab/mental health setting)	2 cr.
COUN 6697L Practicum in Counseling Lab	0 cr.
COUN 6698 Internship in Counseling	18 cr.
COUN 6698L Internship in Counseling Lab	0 cr.
*sufficient fieldwork in appropriate setting	

School Counseling

COUN 6638	Foundations of School Counseling	3 cr.
COUN 6639	Application of School Counseling	3 cr.
COUN 6697	Practicum in Counseling (school setting)	2 cr.
COUN 6697L	Practicum in Counseling Lab	0 cr.
COUN 6698	Internship in Counseling	18 cr.
COUN 6698L	Internship in Counseling Lab	0 cr.
*sufficient fieldwork in appropriate setting		

Student Affairs Counseling

COUN 6680	Foundations of Student Affairs	3 cr.
COUN 6683	Administration of Student Affairs Practice	3 cr.
COUN 6697	Practicum in Counseling (student affairs setting)	2 cr.
COUN 6697L	Practicum in Counseling Lab	0 cr.
COUN 6698	Internship in Counseling (student affairs setting)	18 cr.
COUN 6698L	Internship in Counseling Lab	0 cr.
*sufficient fieldwork in appropriate setting		

CACREP CORE AREAS

Each doctoral student must satisfy the CACREP (<http://www.cacrep.org>) requirements in the core areas. The eight core areas are:

Human Growth and Development
Social and Cultural Foundations
Helping Relationships
Groups
Career and Lifestyle Development
Assessment
Research and Evaluation
Professional Orientation

Each student will demonstrate expertise in Helping Relationships, Professional Orientation, and at least one other core area. A plan to attain this expertise will be negotiated between the student, their committee chair, and other appropriate faculty members. Examples of plans are included in Appendix E.

The requirements for Helping Relationships and Professional Orientation are listed below. The other core areas selected by the student for advanced study require competence in the following standards:

1. Practices
2. Supervision
3. Teaching
4. Knowledge

The committee chair and/or other faculty members direct the student's study to achieve competence in the four standards in the selected core area. The student is responsible to develop a portfolio demonstrating competence in the additional core area.

The following examples of how students can demonstrate competence in the required core areas. Remember, however, each plan is negotiated with the committee chair so these are only possibilities; each plan is unique to the professional goals of the individual student.

Helping Relationship Requirements (Required):

Practice: Offer Consultation on theory development for master's students who are developing their counseling theory for COUN 6627, Conceptualizing Counseling Theory, Conceptualizing Counseling Theory (Fall), COUN 6628, Application of Counseling Theory (Spring), COUN 6660 Theories of Family Couple Counseling, and COUN 6698L, and Internship Lab (Fall/Spring).

- Teaching: Co-facilitate discussions in COUN 6696, Prepracticum Counseling Techniques (Fall), (at least two times).
- Co-teach either COUN 6627 Conceptualizing Counseling Theory (Fall), COUN 6628 Application of Counseling Theory (Spring), or COUN 6660 Theories of Family and Couple Counseling (Spring), or COUN 6625 Crisis Intervention and Trauma (Spring).
- Supervision: Provide 1-1, or triadic, supervision to at least two students on a regularly scheduled basis in COUN 6696, Prepracticum Counseling Techniques (Fall).
- Provide 1-1, or triadic, supervision to a section of 6 supervisees for both skill and theory development in COUN 6698, Internship in Counseling (Fall, 2nd year).
- Assist students in developing both counseling techniques and counseling theory in COUN 6698L supervision (Fall/Spring).
- Knowledge: Submit conference proposal, manuscript for publication or develop an alternative plan for communicating knowledge with your committee chair.

Professional Orientation Requirements (Required):

- Skills and Practices: Belong to and serve on a committee and/or interest network in ACES and related professional organizations and maintain appropriate licenses and certificates.

Active involvement in Phi Omicron Chi (Department of Counseling chapter of Chi Sigma Iota).

- Supervision: Be available to supervise master's students preparing for the counselor licensing exam or BCE.

- Teaching: COUN 6621 during your fall semester year one (attend all classes, no co-teaching).

and

Two options: Teach two sessions within course, coordinated with the instructor, during your fall semester year two. Or Lead a Professional Development Workshop on a topic related to ethics. Must be for a minimum of six (6) hours in length. No more than two presenters. Must coordinate with Professional Development Coordinator.

- Knowledge: Submit conference proposal, manuscript for publication or develop alternative plan to communicate knowledge of this area.

Other Core Area (Required): Plan evidence of competence in Skills and Practices, Supervision, Teaching, and Knowledge. To be negotiated with committee chair and faculty member responsible for the particular CACREP core area one's program of study is developed in consultation with their committee chair and completed, verification of "meets, exceeds, not meets" requirements of core areas. See Appendix E for more CACREP Core templates.

CACREP SPECIALIZATION AREAS

Each doctoral student must complete at least one of the CACREP specializations. In Meridian, it may be more challenging to meet the requirements of other specializations beyond Clinical Mental Health Counseling, and Clinical Rehabilitation Counseling due to the limited availability of co-teaching opportunities. However, it is possible and has been done via distance learning/Zoom-based instruction. If interested in doing so, please consult with your committee chair.

Each specialization requires competence in the following:

1. Practices
2. Supervision
3. Teaching
4. Knowledge

The committee chair, in conjunction with the program coordinator for the specialization and/or other faculty members, direct the student's study to achieve this competence. The student will develop a portfolio demonstrating competence in the specialization area. Aside from obtaining licensure, students may tailor all their teaching experiences to uniquely fit their interests and professional goals. Plans are primarily negotiated with the committee chair and in some cases may require approval from the coordinator for that specialization area with committee chair and program (i.e., specialization) coordinator approval. Application for licensure as a LPC in Idaho should be submitted by beginning of the second year.

School Counseling Requirement

- Skills and Practices: Develop a consultation plan with practicing school counselors.
- Teaching: Co-facilitate COUN 6638, Foundations of School Counseling and COUN 6639, Application of School Counseling.
- Supervision: Provide supervision 1-1, or triadic, supervision of counseling to students in the school counseling major. This includes supervision for individual, group and field placement visits.
- Knowledge: Submit conference proposal, workshop presentation, and manuscript for publication or develop alternative plan for communicating knowledge with committee chair.

Marriage, Couple & Family Counseling Requirements

Skills and Practices: Complete 1000 hours of clinical training that includes a minimum of 100 hours of direct service providing marriage, couple, or family counseling or education. May have completed this as part of master's degree.

and

Complete one supervised doctoral practicum (2 credits) at a facility/agency/private practice providing marriage, couple, and family counseling (meeting Department requirements). A minimum of 20 hours of direct service providing marriage, couple, or family counseling, education, or consultation (to agencies/mental health professionals) completed during this practicum.

and

Provide consultation-based services in the area of marriage, couple, or family counseling or education. This may include developing, training, and monitoring clinical services for a parent education curriculum, divorce education curriculum, or prevention-based couple program. These services can be provided through the Pocatello Counseling Clinic, community agency, or public program (e.g. family court services) and will include a minimum of 20 hours of direct service.

Note: Total hours of supervised direct marriage, couple, or family counseling, education, or consultation services to equal a minimum of 140 by the end of the student's final semester with a minimum of 20 hours accrued during the doctoral program.

Teaching: Serve as Teaching Assistant (for the entire course) or primary instructor (teaching practicum) for a minimum of three (3) Marriage, Couple, and Family specialty courses:

COUN 6661: Family Issues

COUN 6664: Family

Assessment

COUN 6660: Theories of Family and Couple Counseling

COUN 6665: Advanced Family Systems

Note: Student can develop and propose alternative teaching experiences to be approved by committee chair and Marriage, Couple, and Family program coordinator.

Supervision: Serve as individual/triadic supervisor for a minimum of two (2) students specializing in marriage, couple, and family counseling services.

and

Serve as group supervisor for supervision lab group that includes three (3) or more students specializing in marriage, couple, and family counseling services.

Note: Student can develop and propose alternative supervision experiences to be approved by committee chair and Marriage, Couple, and Family program coordinator.

Knowledge:

The following list includes activities to consider for meeting this program component. Final program activities to demonstrate knowledge in this specialty area are to be approved by the student's committee chair and the specialty program coordinator.

Submit an article to *The Family Journal* or other journal devoted to marriage, couple, and family counseling, education, or consultation services.

Develop conference proposal or workshop proposal devoted to counseling or counselor education in the area of marriage, couple or family counseling, education, or consultation services.

Serve in a leadership or other active role on a local, state or national committee devoted to marriage, couple, or family mental health and wellness.

Develop an advocacy project to promote mental health and/or prevention services in the area of marriage, couple, or family life.

Conduct a services or program assessment in the area of marriage, couple, or family counseling or education.

Clinical Mental Health Counseling Requirements:

Skills and Practices: Complete 1000 hours of clinical training fulfilled at a facility/agency/ private practice specializing in community/mental health counseling. Hours may have been completed as part of master's degree. Obtain licensure in the State of Idaho at either the LPC or LCPC level.

and

Complete one supervised doctoral practicum (2 credits) at a facility/agency/ private practice specializing in clinical mental health counseling (meeting standard Department requirements).

- Teaching: Have the opportunity to co-teach in the following courses: COUN 6690, Foundations of Clinical Mental Health Counseling, COUN 6691, Issues in Clinical Mental Health Counseling, and COUN 6694, Psychodiagnosis and Psychotropic Drugs (including contributions to syllabi development, lecture materials/presentations, and student grading as determined by relevant major area instructor).
- Supervision: Supervise students enrolled in COUN 6697, Practicum in Counseling, and COUN 6698, Internship in Counseling, consisting of at least three master's level students in clinical mental health counseling.
- Knowledge: Complete a graduate-level course specializing in the history/foundations/ current knowledge of clinical mental health counseling OR complete an independent study course focused on the above areas (coordinated by the relevant major area instructor and committee chair).

and

Join AMHCA <http://www.amhca.org> and IMHCA <http://www.idahomentalhealthcounselor.org/>

Write and submit at least one article to a peer-reviewed journal in the mental health field (*Journal of Mental Health Counseling, Journal of Counseling and Development, The Professional Counselor*).

or/and

Present on topics related to clinical mental health at professional conferences.

Join AMHCA <http://www.amhca.org> and IMHCA <http://www.idahomentalhealthcounselor.org/>

Clinical Rehabilitation Counseling Requirements:

- Skills and Practices: Complete 1000 hours (minimum of 600 in rehabilitation setting) of clinical training fulfilled at a facility/agency/private practice specializing in clinical rehabilitation counseling. Hours may have been completed as part of master's degree. Obtain licensure in the State of Idaho at either the LPC or LCPC level.

and

Complete one supervised doctoral practicum (2 credits) at a facility/agency/ private practice specializing in clinical rehabilitation counseling (meeting standard Department requirements).

Teaching: Have the opportunity to co-teach in the following courses:, COUN 6615 ,
Foundations of Clinical Rehabilitation Counseling, COUN 6616, Issues in Clinical Rehabilitation Counseling, and COUN 6694, Psychodiagnosis and Psychotropic Drugs (including contributions to syllabi development, lecture materials/presentations, and student grading as determined by relevant major area instructor).

Supervision: Supervise students enrolled in COUN 6697, Practicum in Counseling, and COUN 6698, Internship in Counseling, consisting of at least three master's level students in clinical rehabilitation counseling.

Knowledge: Complete a graduate-level course specializing in the history/foundations/ current knowledge of clinical rehabilitation counseling OR complete an independent study course focused on the above areas (coordinated by the relevant major area instructor and committee chair).

and

Join AARC <http://www.arcaweb.org> and/or NCRE <https://ncre.org>

Write and submit at least one article to a peer-reviewed journal in the Clinical rehabilitation field (e.g., *Rehabilitation Counseling Bulletin* or *Rehabilitation Research, Policy, and Education Journal*).

or/and

Present on topics related to clinical rehabilitation counseling at professional conferences (e.g., AARC, NCRE).

Student Affairs Counseling Requirement

Skills and Practices: Complete 1000 clock hours in student affairs/college counseling services. Hours may have been completed during the master's degree.

Teaching: Co-facilitate COUN 6680, Foundations of Student Affairs Practice and COUN 6683, Administration of Student Affairs Practice.

Supervision: Provide 1-1, or triadic, supervision to master's counseling students in the student affairs and college counseling major. This includes supervision for individual, group, and field placement visits.

Knowledge: Submit conference proposal, workshop proposal, and manuscript for publication (e.g., Journal of College Counseling, Career Development Quarterly, Journal of College Student Development, Journal of Student Affairs Research and Practice, NASPA Journal about Women in Higher Education, Journal of College and Character) or develop alternative plan for communicating knowledge with committee chair. Join NASPA, American College Personnel Association (ACPA), National Career Development Association (NCDA), and/or American College Counseling Association (ACCA).

** For all core and specialization areas, Co-Teaching is defined as attending each class, facilitating discussion groups, and leading/teaching lectures and/or discussions as per negotiated with the instructor.

COMPREHENSIVE EXAMINATION

The comprehensive examination is five days in length and is scheduled the first week of February.

Part One: Oral Exam Component

An oral exam, lasting approximately 60 minutes, will be scheduled with the student and all faculty members. **Questions posed by the faculty during the oral examination will serve to evaluate the student's knowledge of CACREP standards, including teaching, supervision, research, and leadership/advocacy.** Students will not have access to the oral examination questions or content prior to the scheduled meeting.

- Successful completion of the oral examination is based upon a vote of the faculty. A “pass” grade on the oral exam requires a pass vote of at least 75% of the faculty present for the exam.
- If the student receives a “conditional pass” (a vote of passing by a majority of the faculty present for the exam, but less than 75%), the student will be provided a prompt for the written exam (developed by their Department doctoral committee) designed to remediate their knowledge of CACREP standards rather than one being focused on the student's scholarly agenda.
- If the student fails the oral comprehensive examination (determined by a fail vote by the majority of faculty present for the exam), the student's Department doctoral committee will develop a PPP providing a formal remediation plan that could result in dismissal from the doctoral program if the PPP requirements are not fulfilled as stipulated.
- Students are to have no interaction nor communication between themselves regarding the oral exam until the completion of the final person Friday afternoon. The integrity of the exam hinges on your ability to not discuss your oral exam experience until the day is complete for all students. Violation of this policy would indicate a serious core disposition violation related to your own professional integrity.

Part Two: Written Exam Component

Upon the successful completion of the oral examination, the student will be approved to sit for the written component of the comprehensive examination.

- For the written exam, students will receive one written prompt (developed by their Department doctoral committee) that will be used to guide the student's development of a conceptual counseling journal article. The written exam prompt will be provided to the student on a Friday afternoon and the final manuscript will be due the following Friday by 5pm MST. Students may choose to work from home or may ask in advance for arrangements to work in a private location on campus during weekdays. Students will have full access to any scholarly materials they choose through the ISU libraries, the internet, hard copies/electronic copies of books, journal articles, and other reference materials as part of their own scholarly collection.
- Students may not communicate with other doctoral students regarding their manuscript development, share resources, or seek feedback or editorial help from faculty, other students, or any other people or entities. The written exam is to be the student's own, solo-authored work.
- Manuscripts must be formatted according to APA 7th edition (2019) style and be appropriate for submission to a peer-reviewed counseling journal. Manuscripts will be submitted in Moodle and students are advised to review the Department and University policies on plagiarism and academic dishonesty.
- Upon submission of the written comprehensive examination, a faculty editorial board (comprised of two or more faculty, but not the student's doctoral advisor) will review the student's manuscript. Students will be notified of the results of the written exam within 14 days from the Friday due date of the exam.
- If the student receives a "pass" on the written exam, the student will be required to address all suggestions made by the faculty editorial board and then submit the completed manuscript to a journal agreed upon by the student and their doctoral advisor. Students will share verification of submission with their Department doctoral committee members.
- A student who receives a "conditional pass" on the written exam will be required to revise and resubmit their work to their Department doctoral committee within a one-week period from notification of the results. If after the revise and resubmission process the student's work is considered incomplete or contains significant content, editing, or formatting concerns, the student's Department doctoral committee will develop a PPP providing a formal remediation plan that could result in dismissal from the doctoral program if the PPP requirements are not fulfilled as stipulated.
- If the student receives a "fail" on the written exam, the student's Department doctoral committee will develop a PPP providing a formal remediation plan that could result in dismissal from the doctoral program if the PPP requirements are not fulfilled as stipulated.

DISSERTATION PROCEDURES

The dissertation required for the Doctor of Philosophy degree is viewed as a scholarly work culminating the degree program. There are several steps associated with the successful completion of the dissertation. These steps are sequential and if followed will insure all requirements are met.

Before Beginning the Dissertation

1. Obtain and read the current version of the booklet entitled, "Instructions for Preparing Theses, Dissertations, DA Papers, and Professional Projects." This document is online through the Graduate School (https://www.isu.edu/media/libraries/graduate-school/Thesis_Dissertation-Manual.pdf). This important document includes the requirements for cover pages, binding, copyright laws, and other valuable information.
2. Acquire the *American Psychological Association Publication Manual*, 7th edition. This is the style to which the Department of Counseling subscribes, and thus, the style in which the dissertation will be written.

Beginning the Dissertation

1. In close cooperation with the committee chair, select the dissertation topic.
2. In collaboration with the committee chair, prepare the dissertation proposal for presentation in COUN 8800, Research and Professional Issues.
3. After presentation in COUN 8800, Research and Professional Issues, the three Department of Counseling graduate committee members further refine the dissertation proposal. For quantitative studies, the dissertation proposal typically contains the first three chapters. For qualitative dissertations, the proposal must include chapters through to the methods, which are typically two chapters. When the proposal has been approved by these three graduate committee members, a full committee meeting may be scheduled by the student. This occurs only if the Final Program of Study has been approved. After the student determines the date and time that the full committee can meet, the student should notify the Pocatello-based Department of Counseling Administrative Assistant who will send a letter officially establishing the prospectus meeting. This dissertation prospectus meeting may occur **seven (7)** days after the proposal is received by all the graduate committee members.
4. At the prospectus meeting, it is necessary to clarify with each committee member how they would like to be involved with the remainder of the document. The prospectus is a closed meeting. Only the student and committee may attend. Some may like to see it chapter by chapter, others when it is complete. No research data may be collected until the committee has approved the study and Human Subjects Committee approval has been received (if required). Obtain and read a copy of the Human Subjects requirements (<https://www.isu.edu/research/research-integrity-and-compliance/human-subjects/>) then complete the Human Subjects Committee Application paperwork
5. <https://www.isu.edu/research/research-support/research-outreach-and-compliance/human-subjects/>.

6. When the doctoral student and the committee chair (as well as those of the committee who elected to see the document on a regular basis) agree that the dissertation is ready, the Dissertation Defense is scheduled via a formal letter to committee members and Graduate School. The Dissertation Defense may be scheduled ten (10) working days from the time the last committee member receives the complete dissertation.
7. Dissertation defense is limited to 10 attendees other than the committee. Only the committee and candidate can communicate. Up to 10 guests may be present but not in the room. The defense cannot be recorded. Any requests for visitors, unique alterations to the process, will not be allowed or heard on the day of the defense. All such requests must be communicated to the dissertation chair, and committee approval sought and gained no later than one week prior to the defense.
8. The administrative assistant in Pocatello or Meridian should be notified in advance in order to notify the graduate school of the defense date and time.
9. At the Dissertation Defense the complete dissertation, including the signature pages, and all the requirements set forth in the "Instructions for Preparing Theses, Dissertations, DA Papers, and Professional Projects," will be presented. Note that the committee chair does not sign the signature sheet until all final changes detailed at the Dissertation Defense are complete. <https://www.isu.edu/graduate/student-resources/current-students/>
10. Following the guidelines set forth in the "Instructions for Preparing Theses, Dissertations, DA Papers, and Professional Projects," the doctoral student completes the appropriate paper work and mails the document to the bindery.
11. Upon completion of all edits to the dissertation, the student must complete the "Progress and Final Report" for the Human Subjects Committee.
12. The student must prepare a manuscript from the dissertation that is suitable for professional publication within the field of counselor education and supervision, with an initial draft completed upon graduation.
13. The Graduate School sets forth certain fees and deadlines for the completion of all graduation requirements. These deadlines are usually several weeks prior to the actual graduation date. The doctoral student is responsible for meeting these dates.

DOCTORAL CLINICAL EXPERIENCES

COUN 8848, Doctoral Counseling Practicum: All doctoral students must complete at least one doctoral practicum. Doctoral student(s) will propose a practicum site to their committee chairperson for final approval. Each practicum will consist of a minimum of 100 clock hours of counseling (individual and group, or marriage, couple, and family) with individual/triadic supervision. (See Appendix D)

COUN 8848L, Doctoral Counseling Practicum Lab: All doctoral students in doctoral counseling practicum will attend Doctoral Counseling Practicum Lab (see Appendix D).

COUN 8849, Doctoral Internship: The doctoral internship experience at ISU is designed to develop highly effective educators, supervisors, researchers, and doctoral level counselors. Doctoral internship is guided by the Program of Study requirements related to developing competence in one of the CACREP specialization areas, and two or more (3-4 is the maximum) of the CACREP core areas. Conducting parallel activities that are beyond your Program of Study are deemed GA activities. The internship demands involvement in the following activities related to your selected core and specialization areas such as:

- Prepracticum skill building course and supervision (COUN 6696, 6697/6697L, 6698/6698L).
- Leading the masters group experience (COUN 6676).
- Assisting faculty in teaching master's level courses within your core or specialization area(s).
- Individual supervision of master's level graduate students.
- Involvement in Phi Omicron Chi.
- Involvement in ACES, RMACES, ACA and other appropriate professional associations
- Learning CACREP accreditation requirements.
- Establishing regular office hours (5 hours per week each semester) for supervision, and tutoring, or advisement to the degree possible. If unable to answer a master's student request for programmatic advisement, **please** refer the student to a faculty member.

COUN 8849L, Doctoral Counseling Lab: All doctoral students in practicum or supervising students in internship, or associated lab sections will attend Doctoral Counseling Lab (see Appendix D).

**Please note, doctoral students will likely be enrolled in doctoral internship (COUN 8849) every semester except for when they are enrolled in doctoral counseling practicum (COUN 8848). When students are enrolled in internship they register for COUN 8849L and the semester they are enrolled in the counseling practicum they should register for 8848L.

DEVELOPMENTAL MODEL OF DOCTORAL PRACTICUM AND INTERNSHIP EXPERIENCE

The doctoral practicum and internship are developmental in nature in that the doctoral student begins at a relatively knowledgeable level but ends at an advanced level of knowledge concerning counselor education, supervision, research, and counseling.

COUN 8848, Doctoral Counseling Practicum

Student Responsibilities:

1. Obtain necessary signatures for Affiliation Agreement with Attachment A Confidentiality Understanding. **Note:** Faculty advisor must witness Student's signature on Confidentiality Understanding.
2. Obtain signatures on Doctoral Practicum Field Placement Approval Form (Appendix D).
3. Consistently demonstrate appropriate use of counseling skills and client theme(s).
4. Develop advanced knowledge and skills to appropriately deal with issues specific to the setting.
5. Conduct on-site staffings and group supervision.
6. Develop strategies to remedy personal limitations, personalization issues, and skill utilization.
7. Consistently attend individual/triadic supervision sessions.

Faculty Responsibilities:

1. Determine that the Affiliation Agreement with Attachment A Confidentiality Understanding is complete and in the Department file.
2. Ensure site is appropriate by conducting an initial site visit.
3. Determine that the Doctoral Practicum Field Placement Approval Form is complete.
4. Provide supervision to assist the student in meeting his/her responsibilities of COUN 8848.
5. Provide weekly individual/triadic supervision utilizing recordings of counseling or supervision sessions (1 hr./wk.), necessary only if field supervisor is unable to provide similar weekly supervision.
6. Maintain communication with the field supervisor.

7. Field Supervisor Responsibilities:

1. Determine that the Affiliation Agreement is in-place.
2. Teach the necessary duties associated with the field placement.
3. Provide individual, group, couple, and family clients.
4. Provide supervision opportunities.
5. Provide weekly individual/triadic supervision utilizing recordings of counseling or supervision sessions (1 hr./wk.)
6. Provide staffing opportunities.
7. Maintain communication with the faculty supervisor.

COUN 8849, Doctoral Internship Student Responsibilities:

In addition to the activities listed on the previous pages, student responsibilities include:

1. Providing service to the Department of Counseling fulfilling requirements of the doctoral program including teaching, supervision, research, and leadership.
2. Assisting master's level students to achieve success in the Department of Counseling.
3. Providing support to faculty and the Department of Counseling.

Faculty Responsibilities:

1. Provide opportunities to teach in master's level classes.
2. Provide opportunities for supervision experiences.
3. Provide opportunities to do collaborative research.
4. Provide consulting opportunities.
5. Provide other appropriate activities that facilitate training as counselor educators and/or doctoral level counselors.
6. Provide supervision to assist the student in meeting his/her responsibilities for COUN 8849.

DOCTORAL ASSISTANTSHIP AND INTERNSHIP HOURS

Doctoral Assistantship: For those who accepted the doctoral level graduate assistantship, you agreed to work 20 hours (19.5) per week (totaling 320 per semester) for the Department of Counseling. Duties include, but are not limited to, such things as counseling clinic coverage, Lab Instructor GA, Internship Coordinator GA, Taskstream GA, assisting with masters and doctoral program interviews, library work for individual faculty, working with faculty on consulting opportunities, Department workshops, and community service projects, engaging in programmatic development, working with clinic coordination and supervision, teaching undergraduate courses that are not tied specifically to a doctoral level course or your Program of Study, data entry, organizing conferences associated with professional organizations affiliated with faculty, and other work as may be assigned by the Department. A stipend and waiver of tuition is offered to all Doctoral Students.

Internship Hours: Internship hours equal 50 hours per credit. One credit is thus a 50-hour commitment. Internship hours involve those activities facilitating your development as counselor educator and supervisor related to your Program of Study beyond your doctoral level classes. All teaching and supervision involved with your Program of Study are counted as Internship hours. If you perform similar duties that go beyond your Program of Study, they are then considered as GA hours.

As you can see, these areas can become blurred. Volunteering to help faculty on various projects they are working on is an important issue. You can also see that these two elements equate to a full-time job when your own course work is added. If confused on how you are addressing your Graduate Assistantship and Internship commitments, please consult with the Department Chairperson.

You are allowed to work **no more than** 10 hours per week off campus, per state policy.. We do require, however, that your studies, internship, and assistantship activities come first and that your other employment commitments come second. Thus, on those difficult days, (i.e., interviewing prospective students), **these commitments are paramount and must take precedence to outside employment.**

The Department, via the committee chair, must approve all employment, and the Graduate School must approve all on-campus employment. Students are required to submit a letter to the Department Chair, the first week of each semester, detailing your schedule for additional employment.

COUN 8849L, Doctoral Counseling Lab Student Responsibilities:

1. Consistently demonstrate effective counseling, supervision, and teaching skills.
2. Develop and demonstrate a consistent model of counseling, supervision, and teaching.
3. Present recordings of counseling, supervision, and/or teaching for review in class.
4. Participate in group discussions and give feedback to peers regarding their counseling, supervision, and teaching skills.

5. Provide quality supervision and teaching to master's program students.
6. Meet with committee chair at least one hour per week for supervision.

Faculty Responsibilities:

1. Provide supervision to assist the student in meeting his/her responsibilities in COUN 8849L.
2. Provide weekly group supervision utilizing recordings of students' counseling, supervision, or teaching sessions.
3. Provide feedback to student regarding his/her progress in developing counseling, supervision, and teaching skills.
4. Provide feedback to student's committee chair regarding his/her progress in developing counseling, supervision, and teaching skills.

APPENDIX A

PROOF OF LIABILITY (MALPRACTICE) COVERAGE

DEPARTMENT OF COUNSELING IDAHO
STATE UNIVERSITY
POCATELLO/MERIDIAN, IDAHO

PROOF OF LIABILITY (MALPRACTICE) COVERAGE

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

Printed Name

Student Signature

ID No.

Date

ISU Liability Insurance (Effective dates August 2022 to August 2023)

OR

Insurance Policy Number _____

Company _____

Effective Dates: _____ to _____

(Original signed form will be filed in student record.)

APPENDIX B

RULES FOR CLINIC ROOM

USE FOR PRIVATE PRACTICE

RULES FOR CLINIC ROOM USE FOR PRIVATE PRACTICE

1. The primary purpose of the Department of Counseling Clinic rooms is for the training and development of students in the Counseling Department. Scheduled classroom activities take priority if there is ever an issue of scheduling rooms.
2. Any doctoral student who is using the room for private practice should sign up for the rooms after the Department has scheduled all classes and clinic clients and meetings.
3. Should a faculty member or class need a room not previously scheduled notice will be given no less than two days in advance.
4. Private practice sessions will occur during regularly scheduled business hours. These hours vary by day and across semester given class schedules. If an evening class meets until 9:00 p.m., for example, private practice sessions could be scheduled up to the 8:00 p.m. hour.
5. The doctoral student conducting private practice will use their personal/private phone for communications with a client. Department of Counseling support staff will not be involved in the scheduling or cancellations of any sessions.
6. Private Practice use of Department of Counseling clinic rooms is limited to second and third year doctoral students.
7. Doctoral students will communicate to their clients, in writing, that they are independently licensed and/or supervised by someone outside the Department of Counseling.
8. Doctoral students will be aware, and make their clients aware, that we cannot guarantee that the following will NOT occur: that someone could walk into an observation room due to accidental entry, noise related concern, or concern for person or equipment safety. In Meridian, counselors should inform clients about procedures for a fire or lockdown drill.
9. Any damages to clinic equipment (including chairs, lamps, windows, etc.) will be the responsibility of the doctoral student conducting private practice.
10. The signed form, completed by the doctoral student, will be filed in the student's file.

I have read and hereby agree to abide by the above rules for usage of Department of Counseling Clinic room(s).

Signature

Date

(Original signed form will be filed in student record.)

Distribution:

Original: Department Student Record

Effective 1/9/06

APPENDIX C
PROGRAM OF STUDY FORM



Idaho State University

COUN 6661	Issues in Family Counseling	3 cr.
COUN 6664	Family Assessment	2 cr.
COUN 6665	Advanced Family Systems Theory	2 cr.
COUN 6697	Practicum in Counseling	2 cr.
COUN 6697L	Practicum in Counseling Lab	0 cr.
COUN 6698	Internship in Counseling	18 cr.
COUN 6698L	Internship in Counseling Lab	0 cr.

Graduate Program of Study

Degree: PhD

Major: Counselor Education and Counseling

Name: [Click here to enter text.](#)

Major advisor: [Click here to enter text.](#)

Email: [Click here to enter text.](#)

Committee members: [Click here to enter text.](#), [Click here to enter text.](#), [Click here to enter text.](#)

Phone number: [Click here to enter text.](#) Bengal ID: [Click here to enter text.](#)

Master's Degree: [Click or tap here to enter text.](#)
[Click here to enter text.](#), [Click here to enter text.](#)

Expected Graduation Date: [Choose an item.](#) [Choose an item.](#)

GFR: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Catalog year: [Click here to enter text.](#)

DEGREE PROGRAM COURSES

Prefix/Num	Title	Credits	Semester	Year	Grade	Institution
General Requirements						
COUN 7683	Leadership and Advocacy in Counselor Education	2	Choose an item.		Choose an item.	Choose an item.
COUN 7701	Advanced Statistics	2	Choose an item.		Choose an item.	Choose an item.
COUN 7702	Advanced Research and Experimental Design	2	Choose an item.		Choose an item.	Choose an item.

COUN 7703	Qualitative Research	2	Choose an item.		Choose an item.	Choose an item.
COUN 7704	Qualitative Methodology and Analysis	2	Choose an item.		Choose an item.	Choose an item.
COUN 7705	Instructional Theory for Counselor Educators	4	Choose an item.		Choose an item.	Choose an item.
COUN 7710	Practicum in College Teaching	2	Choose an item.		Choose an item.	Choose an item.
COUN 7712	Advanced Psychological Testing and Assessment	2	Choose an item.		Choose an item.	Choose an item.
COUN 7724	Advanced Diversity Issues	3	Choose an item.		Choose an item.	Choose an item.

COUN 7727	Advanced Theories of Counseling	3	Choose an item.		Choose an item.	Choose an item.
COUN 7774	Advanced Group Procedures	3	Choose an item.		Choose an item.	Choose an item.
COUN 7790	Supervision in Counselor Education	3	Choose an item.		Choose an item.	Choose an item.
COUN 8800	Research and Professional Issues	2	Choose an item.		Choose an item.	Choose an item.
COUN 8801	Doctoral Career Development	1	Choose an item.		Choose an item.	Choose an item.
COUN 8802	Scholarship in Counselor Education	2	Choose an item.		Choose an item.	Choose an item.
COUN 8848	Doctoral Counseling Practicum	2	Choose an item.		Choose an item.	Choose an item.
COUN 8848L	Doctoral Counseling Practicum Lab	0	Choose an item.		Choose an item.	Choose an item.
COUN 8849	Doctoral Internship	1-18	Choose an item.		Choose an item.	Choose an item.
COUN 8849L	Doctoral Internship Lab	0	Choose an item.		Choose an item.	Choose an item.
COUN 8850	Dissertation	1-12	Choose an item.		Choose an item.	Choose an item.
Electives						
COUN 7758	Independent Problems	1-4	Choose an item.		Choose an item.	Choose an item.
			Choose an item.		Choose an item.	Choose an item.
			Choose an item.		Choose an item.	Choose an item.

Comprehensive Examination Date: Click or tap here to enter text.

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

Total Credits

Student Signature

_____ Department Chair (If Applicable)

_____ Advisor Signature

_____ Dean (If Required by College)

_____ Graduate Coordinator (If Applicable)

_____ Dean of Graduate School

Transfer Credit Form Received

Classified Status

All Final Official Transcripts Received

APPENDIX D

DOCTORAL

PRACTICUM FIELD

PLACEMENT

APPROVAL FORM

And

STUDENT

EVALUATION BY

FIELD SUPERVISOR

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

DOCTORAL PRACTICUM FIELD PLACEMENT APPROVAL FORM

Date:

All doctoral students will have at least one practicum. Ordinarily this field experience will be performed in the ISU Counseling Center. There are circumstances, however, when another field placement will be more appropriate for the student. In these instances, several variables must be met before an off-campus field placement will be approved. The criteria which field placement must meet are listed in this form. Generally there must be a doctoral level supervisor or a regular faculty member must agree to supervise one hour per week via recording or live supervision. There must also be a staffing session of at least one and one-half hour per week where cases are discussed or the student must attend the on-campus Doctoral Counseling Lab. Before registration is complete, the Doctoral Practicum Supervisor Form must be signed and placed in the student's file. Student will obtain the information to complete this form and return it to the Departmental Administrative Assistant prior to registration.

Check One: ___ Fall 2023 ___ Spring

2024 STUDENT:

FIELD PLACEMENT:

FIELD SUPERVISOR:

TITLE, CERTIFICATES, LICENSES:

CHECKLIST:

- 1) The field placement provides an appropriate private setting for counseling *with videotaping capabilities*.
- 2) The field placement provides a sufficient number of client contact hours to meet departmental requirements (100 clock hours, minimum 4.5 hours client contact per week).
- 3) The field placement provides the type of clients consistent with my training (e.g., experience, degree, major, certificates, license).
- 4) Field Supervisor
 - a) The field supervisor holds a doctoral degree in counseling or closely related field and is licensed as an LCPC or acceptable to the department. **OR**
 - b) The field supervisor holds a master's degree and licensure in counseling. I will meet with Dr. _____ in the Department of Counseling for weekly supervision in addition to my field placement supervision.
- 5) I will enroll in and attend COUN 8848L or COUN 8849L, Doctoral Counseling Lab (1-1/2 hours weekly).
- 6) I have provided the field supervisor with a copy of the specific roles and responsibilities of field supervisors.

I CERTIFY THAT THE ABOVE REQUIREMENTS ARE MET FOR THE ABOVE FIELD PLACEMENT:

Student Signature (Date) Faculty Advisor or Supervisor Signature (Date)

Field Supervisor Signature (Date)

(Original signed form will be filed in Department file).

DEPARTMENT OF COUNSELING

IDAHO STATE UNIVERSITY
POCATELLO, IDAHO 83209-
8120
(208) 282-3156

FIELD SUPERVISOR EVALUATION OF DOCTORAL STUDENT

SEMESTER: Check One: Fall 2023 Spring 2024

STUDENT NAME: _____

ISU SUPERVISOR: _____

FIELD SUPERVISOR: _____

FIELD SETTING: _____

The purpose of this form is to provide field supervisors with the opportunity to evaluate the student(s) you have been supervising this semester. This evaluation is particularly important to the Counselor Education program in order to receive written feedback about the student's competencies and to evaluate the student's preparedness for entering the counseling profession.

(CHECK ONE)

- | | <u>Yes</u> | <u>No</u> | <u>Not Sure</u> |
|---|------------|-----------|-----------------|
| a. Student made appropriate efforts to become familiar with your setting | _____ | _____ | _____ |
| b. Student demonstrated adequate knowledge of his/her role and function as a counselor in your setting. | _____ | _____ | _____ |
| c. Student developed appropriate working relationships with the staff | _____ | _____ | _____ |

Consistently

Sometimes Not Sure

- d. Student demonstrated appropriate skills in working with clients.
- e. Student was open to supervision and suggestions.
- f. Student was punctual and appropriately attired.

g. Please list the student's strengths:

h. Please list areas that need strengthening:

Please rate the student's performance during his/her doctoral practicum. (Check One)

Exceeded the expectations for this setting.

Sometimes met the expectations for this setting.

Consistently met the expectations for this setting.

Rarely or never met the expectations for this setting.

YOUR COMMENTS ARE VERY IMPORTANT! Please provide any other information regarding the student's preparation and/or performance on the back of this form.

FIELD SUPERVISOR SIGNATURE

Date

Please return this completed form to the Department of Counseling. This completed confidential form becomes part of the student's file.
Students do not have access to information contained on this form.

**APPENDIX E
EXAMPLES
OF
CACREP CORE AREA PLANS**

EXAMPLES OF CACREP CORE AREA PLAN

GROUP

- Practice** Co-lead 2 groups associated with COUN 6676, Small Group Activity, in 2 consecutive years.
Lead (solo) a group for at least 12 sessions in an off campus setting and receive individual supervision over the course of a semester (requires registration in COUN 7775, Advanced Practicum in Group Counseling).
- Teaching Meet** teaching requirements for COUN 7774, Advanced Group Procedures.
Teach 1 content session (1-1/2 to 3 class hours) in COUN 6677, Group Counseling Techniques.
- Supervision** Supervise students in the skill development portion of COUN 6677, Group Counseling Techniques, for 2 consecutive years.
Supervise at least 5 practicum and/or internship students conducting groups over the course of the program.
- Knowledge** Complete 1 of the following:
- * Prepare an in-depth research paper of no less than 25 pages in a group content area. Topic requires the prior approval of the core area faculty member.
 - * Write and submit an article to JSGW. Topic requires the prior approval of the core area faculty member.
 - * Conduct an annotated literature review in 3 group content areas. AND
 - * Conduct a 1-page critique of 5 group counseling textbooks.

*Any plan will be negotiated between the student, committee chair and other appropriate faculty members.

RESEARCH AND EVALUATION

- Practice** Submit research to the College of Health Professions Research Day for two consecutive years.
Submit at least one research article to a referred journal.
Submit a research proposal for presentation to state, regional or national conference.
- Teaching** Co-facilitate COUN 6611, Applied Statistics and Research, for two consecutive years.
Co-facilitate COUN 7702, Experimental Design, for at least one year.
Co-facilitate in COUN 7703, Qualitative Research, for at least one year.
- Supervision** Provide consultation with students in COUN 6611, Applied Statistics and Research, for their research projects for two consecutive years.
- Knowledge** Develop an annotated bibliography of texts that would be appropriate for master's level research and statistics classes.

*Any plan will be negotiated between the student, committee chair and other appropriate faculty members.

EXAMPLES OF CACREP CORE AREA PLAN

ASSESSMENT

Practice	Demonstrate the ability to administer, score, and interpret a selection of the major standardized tests in the areas of intelligence, personality and projections, and career and achievement.
Teaching	Successfully co-teach COUN 6612, Psychological Testing for Counselors, and teach selected areas in COUN 7712, Advanced Psychological Testing for Counselors.
Supervision	Supervise career test interpretation in COUN 6623, Lifestyle and Career Development. Supervise role-playing of interpretation of tests in COUN 7712, Advanced Psychological Testing for Counselors.
Knowledge	Develop an annotated bibliography of readings to include classic texts, current texts, and texts specific to tests.

*Any plan will be negotiated between the student, committee chair and other appropriate faculty members.

CAREER

Practice	Complete a practicum (150 hours) at a career oriented field placement (i.e., Career Development Center, Center for New Directions, School of Applied Technology) or have 1 year of work experience in a similar setting. Supervised by the core faculty member.
Teaching	Co-facilitate COUN 6623, Lifestyle and Career Development and COUN 7723, Advanced Vocational Theory.
Supervision	Supervise students in COUN 6697, Practicum in Counseling or COUN 6698, Internship in Counseling, who are placed in a career oriented setting (i.e., Career Development Center, Center for New Directions, or School of Applied Technology).
Knowledge	Review five texts for possible adoption for a career course such as COUN 6623, Lifestyle and Career Development. Compare and contrast their strengths and weaknesses. Review three texts for possible adoption for an advanced career theory course such as COUN 7723, Advanced Vocational Theory. Compare and contrast their strengths and weaknesses. Write a paper describing the career development needs of one identified population (i.e., middle school children, older adults).

*Any plan will be negotiated between the student, committee chair and other appropriate faculty members.

APPENDIX F

**IDAHO COUNSELOR
LICENSING
REQUIREMENTS**

&

**NATIONAL BOARD FOR CERTIFIED
COUNSELORS REQUIREMENTS**

**Procedures and Checklist for becoming a
Licensed Professional Counselor in the State of Idaho
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. (7-1-93)

- 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 shall be direct client contact. Supervised experience in practicum and/or internships taken at the graduate level may be utilized. The supervised experience shall include 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. Face-to-face may include a face-to-face setting provided by a secure live electronic connection between the supervisor and supervisee. As stated under Subsection 150.01.a.iii. counseling practicum experience as opposed to job or internship experience shall be supervised at a ratio of one (1) hour of supervision for every ten (10) hours in the settings. For example: (3-29-12)
 - i. A person in a twenty (20) hour per week job/internship who is receiving one (1) hour of individual supervision each week would accumulate one thousand (1,000) supervised hours in fifty (50) weeks to equal the twenty to one (20/1) ratio. (7-1-93)
 - ii. A person in a forty (40) hour per week setting with one (1) hour of supervision per week would still require fifty (50) weeks to equal the twenty to one (20/1) ratio. (7-1-93)
 - iii. A person in a forty (40) hour per week setting with two (2) hours of supervision per week would accumulate the one thousand (1,000) hours at the twenty to one (20/1) supervision ratio in twenty-five (25) weeks. (7-1-93)
- b. Until July 1, 2004, the supervision must be provided by a Professional Counselor or a Clinical Professional Counselor licensed by the state of Idaho. **Effective July 1, 2010, supervision must be provided by a counselor education faculty member at an accredited college or university, Professional Counselor, registered with the Board as a supervisor, a Clinical Professional Counselor, registered with the Board as a supervisor, a Marriage and Family Therapist, registered with the Board as a supervisor, a Clinical Social Worker registered as a supervisor with the Board of Social Work, a licensed Psychologist, or a licensed Psychiatrist, licensed by the state of Idaho.** Supervision by a professional counseling peer, however, may be acceptable to the Board if the peer/supervisory relationship includes the same controls and procedures expected in an internship setting. (See Subsection 150.02.a.) For example, the relationship should include the staffing of cases, the critiquing of counseling tapes and this supervision must be conducted in a formal, professional, consistent manner on a regularly scheduled basis.”

In the Department of Counseling, supervision by doctoral students acting as the Departmental Supervisor is 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.

All applicants for Counseling licensure in the state of Idaho must first pass the National Counselor's Examination (NCE), which can be taken, in one of two ways:

Option 1: Take the NCE exam at ISU Department of Counseling in Pocatello in April of your last semester. The cost is approximately \$350 and the application to sit for the exam is to be completed on-line <http://www.nbcc.org/Exam/NationalCounselorExaminationForLicensureAndCertification> in November/early December of the previous semester.

Or

Option 2: Apply to take the NCE exam from the Idaho Bureau of Occupational Licensing (IBOL) in Boise after graduation and when your official transcript from ISU has "degree conferred" posted on it. The exam is currently administered monthly and requires that the applicant file the "Notification of Intent to Sit" form be filed 60 days prior to the selected test date. The cost of the exam and application are listed on the IBOL web site.

Checklist for NBCC:

- NCE results
- Supervisor Verification form
- ISU Transcript with posted degree (ISU processing fee required)
- Processing fee, either faxed with Credit Card # or check through the mail
- Written request for NBCC to send NCE scores to Idaho Licensing Board

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

- Licensing Application with appropriate sections for the LPC License filled out, signed by applicant and signature notarized
- Supervisor & Clinical Experience Verification forms, signed by you and your supervisor(s), signatures notarized, supervisor signature across the envelope seal. You will need a separate form for each of the supervisors who worked with you in your practicum and internship
- Two (2) checks*, one for the application fee and the other for the license fee
- NCE Official Test Score report, direct from NBCC
- Official ISU Transcript direct from ISU with posted Master's Degree

Important Addresses and Contact Information

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

State of Idaho Bureau of Occupational
Licenses 700 West State Street, Boise ID
83702-5868 P: (208) 334-3233; F: (208) 334-
3945
website: www.ibol.idaho.gov
email: cou@ibol.idaho.gov

*call, email, or check the IBOL website to confirm current amount

DETAILS OF THE REQUIREMENTS FOR LICENSING

National Board of Certified Counselors Requirements for Licensing

____NCE Results

NBCC (National Board of Certified Counselors) administers the licensure exam, the NCE (National Counselor Exam, <http://www.nbcc.org/Exam/NationalCounselorExaminationForLicensureAndCertification>). The application, and exam fee, will need to be completed on-line. The tests take about six weeks to grade and process by NBCC, so you will get your scores back after you have graduated. If you are planning on moving soon after graduation, use your new address to ensure you will get your test results as soon as possible.

____ISU Transcript with posted degree

A transcript with your degree posted is required to be sent to both NBCC and the State of Idaho Bureau of Occupational Licenses (IBOL). You can request transcripts prior to when your degree is posted, but request to hold for when your degree is posted. Transcripts can be ordered through the “academic tools” tab in BengalWeb. Each transcript costs \$7.50 and can be paid for by credit card.

____NCE Score verification sent to Idaho Licensing Board

NBCC will send you your exam result approximately six weeks after taking the exam. To complete the process to become a NCC and have your scores released to IBOL, send your official transcript complete with posted master’s degree and the score request form (included with your exam results or available at <http://www.nbcc.org/Exam/ScoreVerificationReport>) along with the new applicant NCC score verification fee (\$25 regular delivery) to NBCC. This fee may be paid with check, money order or by credit card. Score verifications take approximately eight weeks.

Note: Current information about the NCE and completing the requirements for your NCC can be found on the NBCC website www.nbcc.org.

____Licensing Application

Complete the LPC Application and have your signature notarized. The Idaho Bureau of Occupational Licenses (IBOL) has one licensing application for the LPC. You will need to include a passport photo (or good quality picture cut to 2” X 2”). The “COU LPC Application” form is available on the IBOL website:

<http://ibol.idaho.gov/IBOL/BoardAdditional.aspx?Bureau=COU&BureauLinkID=930>

____Supervisor & Clinical Experience Verification forms

You will need multiple copies of Addendum 4, the supervised experience verification form (last two pages of the LPC application), one page filled out and signed by you and one page filled out and signed by your supervisor. Your supervisor can only sign off on the hours that were supervised by that supervisor, so the lines F., G., and H. should include only the hours that were covered by the signing supervisor. Remember that the supervisor must be an LPC or LCPC. If your field supervisor is neither then your faculty supervisor must sign off on those hours. Faculty may sign off on all ISU clinic hours supervised by doctoral students if they were/are not licensed themselves during your supervision with them. Your signature and your supervisor's signature must be notarized. Most agencies have a notary on staff and ISU will host a notary day the last week of lab. Each set of forms need to be placed in a separate sealed envelope. The corresponding supervisor will sign across the envelope seal.

Separate forms must be filled out for practicum hours and internship hours even if they were completed at the same site. All forms from the same site/supervisor can be placed in the same envelope. Remember to check your supervision ratios. Practicum has a ratio of 1 hour of supervision per 10 hours of client contact and internship should have a ratio of 1:20. You may have more supervision than is required.

____Application and Licensing Fee of \$150 must be included with your application (\$75 application fee, and \$75 annual license fee). This can be sent as a single check.

____NCE Official Test Score report sent direct from NBCC

____Official ISU Transcript direct from ISU with posted Master's Degree

Note: Current information about licensing can be found on the IBOL website: <http://ibol.idaho.gov/IBOL/BoardPage.aspx?Bureau=COU>. The IBOL phone number is (208) 334-3233 and they will direct you to the person assigned to counseling licenses. License applications are reviewed at board meetings, check the webpage to find the date of the next board meeting after you have received your NCE scores and degree (typically late July). All paperwork must be received by IBOL seven days prior to the board meeting. They will e-mail to confirm that paperwork is complete. Licenses will be issued and sent out within two weeks of the board meeting.

APPENDIX G

SUPERVISION CONTRACT

Supervision Contract

This contract serves as verification and as a description of doctoral student counseling supervision provided by _____, Doctoral Supervisor to _____, Supervisee and counselor trainee enrolled in practicum/internship in the Master's in Counseling Program at Idaho State University in either Meridian or Pocatello, ID for the _____ semester.

Purpose, Goals, and Objectives:

- 1) Monitor and ensure welfare of clients seen by Supervisee.
- 2) Promote development of Supervisee's professional counselor identity and competence.
- 3) Fulfill academic requirement for Supervisee's practicum/internship.
- 4) Fulfill requirements in preparation for Supervisee's pursuit of hours and completion of practicum/internship. (if applicable)

Context of Services:

- 1) One clock hour of weekly individual/triadic supervision.
- 2) Student will bring a recording of a current counseling session taking place at his/her practicum/internship site weekly for supervision as well as self-report of other clients, questions, concerns, and any other issues he/she would like to discuss.

Method of Evaluation:

- 1) Feedback will be provided by the Doctoral Supervisor during each session.
- 2) Specific feedback provided by the Doctoral Supervisor will focus on the Supervisee's demonstrated counseling skills, case conceptualization, and personalization.
- 3) Doctoral Supervisor will document each session.
- 4) Doctoral Supervisor will give a mid-semester and end of semester formal evaluation and will consult with the course instructor and/or Supervisee's advisor for the assignment of grades.

Duties and Responsibilities of Doctoral Supervisor and Supervisee:

Doctoral Supervisor:

- 1) Examine client's presenting issues and treatment plans.
- 2) View recording of Supervisee's counseling sessions.
- 3) Provide signature on client documentation when necessary.
- 4) Challenge Supervisee to justify approach and technique used.
- 5) Monitor Supervisee's demonstrated counseling skills, case conceptualization, and personalization.
- 6) Present and model appropriate directives.
- 7) Intervene when client welfare may be at risk.
- 8) Ensure ACA *Code of Ethics* are upheld.
- 9) Supervision sessions will be recorded for viewing by faculty supervisor.
- 10) Work with Supervisee's faculty supervisor and site supervisor(s) to monitor Supervisee's progress.

Supervisee:

- 1) Uphold professional ACA Code of Ethics.
- 2) Be on time, prepared, and participate fully in each supervision session.
- 3) Bring a usable (sound/video) recording to review to each session.
- 4) Make and **preview** counseling session for review in supervision.
- 5) Be prepared to discuss all client cases.
- 6) Justify case conceptualization made along with the approach and techniques utilized.
- 7) Discuss working case conceptualization and the progress of chosen theoretical approach and techniques in a collaborative spirit, constantly seeking to improve and enhance your effectiveness with each client and family.
- 8) Implement supervisory directives in subsequent sessions.
- 9) In case of emergency consult first with site supervisor, if unable to reach them contact faculty supervisor, and then contact Doctoral Supervisor if you are unable to get in touch with faculty supervisor.
- 10) Inform Doctoral Supervisor of any of the following occurrences:
 - a) Incidents of violence to clients and/or counselor.
 - b) Incidents of restraint.
 - c) Incidents of violence to all others.
 - d) Disclosed thought of client regarding violence to self or others.
 - e) Knowledge of any suicidal thoughts or intent of client.
 - f) Any possible confusion on, or breach of, appropriate boundaries.
 - g) Any known violations of confidentiality and/or clients rights.
 - h) Reports of abuse or neglect to CPS.

Procedural Considerations:

In event of an emergency Doctoral Supervisor can be reached at (supervisor provide phone #).

Supervision Process and Approach:

I take a collaborative and relationship oriented approach to supervision. My goal is for you to get the feedback you need and want while feeling comfortable asking questions, sharing your concerns, and talking about what you both think you do well and need work on. I want to you to learn and value your supervision sessions and for us to have a dialogue about how the supervisory relationship is working throughout the experience. Honesty and openness in supervision are extremely important and I value both. I will also emphasize your personal wellness and self-care as a counselor.

Your progress will be discussed during my supervision as needed with ISU faculty advisors and site supervisor(s). However, I commit to honor and respect all information you share in supervision about you and/or your clients and keep this information confidential to the highest degree possible and within the limits of the law.

If you feel you are not receiving adequate supervision please talk to me about it, first. If you continue to be unsatisfied, please discuss it with the Clinic Director or your advisor.

Supervisor's Background and Credentials:

Educational Background/Degree:

License(s) and/or certification(s) current and pending:

Experience as a Counselor:

Model of Supervision:

Terms of the Contract:

This contract is subject to revision at any time by the Doctoral Supervisor, or the Supervisee with approval of the Doctoral Supervisor and Supervisee's Advisor.

We agree to the best of our ability, to uphold the directives specified in this supervision contract and to conduct our professional behavior according to the *ACA Code of Ethics*.

Supervisor Name (please print)

Supervisor Signature

Date

Supervisee Name (please print)

APPENDIX H

SAMPLE AFFILIATION AGREEMENT

AFFILIATION AGREEMENT

This Affiliation Agreement ("Agreement") between **Idaho State University**, on behalf of its **Department of Counseling** Program, located at 921 S. 8th Ave., Stop 8120, Pocatello, ID 83209-8120 (the "*Program*") and _____ located at _____ (the "*Facility*") (each individually, a "*Party*," and collectively, the "*Parties*"), takes effect on _____, **201_** ("*Effective Date*").

Background

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

Agreement

I. Mutual Responsibilities and Coordination.

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

II. Program Responsibilities.

- A. Definitions.
 1. "*HIPAA*" means CFR parts 160 and 164 and HITECH (Title XIII of the American Recovery and Reinvestment Act of 2009).
 2. "*ACCE*" means Program's academic coordinator of clinical education
- B. Duties. The Program shall:
 1. Provide a statement to the Facility that describes the philosophy, goals, objectives, and schedule of:
 - a. The Program's curriculum generally; and
 - b. The desired Student Experiences;
 2. Ensure that each Student is appropriately is assigned to the desired Experience, including:

- a. Evaluating the Student's competence and knowledge before the Experience begins and after the Experience ends; and
 - b. Requiring the Student to carry appropriate general and professional liability insurance;
3. Ensure that the Student is knowledgeable and has prepared for:
 - a. Transportation needed to fulfill responsibilities at the Facility;
 - b. Room and board while performing the Experience at Facility; and
 - c. Scheduling arrival at and departure from the Facility;
4. Ensure that the Student has been made aware of each relevant Facility rule, regulation, policy, procedure and schedule that Facility has made known to the Program;
5. Ensure that the Student has been made aware of each Program requirement and regulation for clinical education, including professional practice standards;
6. Facilitate communication between the Parties, including:
 - a. Appointing a member of Program's faculty to serve as ACCE;
 - b. Notifying the Facility in writing of the identity of the ACCE and any Program-designated Program director;
 - c. Notifying the Facility annually of each then-current academic year's clinical education schedule;
 - d. Notifying the Facility of each specific Student assignment no later than ten (10) working days before the Student's arrival, subject to the arrangement set forth below in Sections IV.B and IV.C; and
 - e. Providing the Facility with specific Student outcome objectives for each assigned Student's Experience;
7. Direct each Student to comply with Facility's policies and procedures governing any use or disclosure of individually identifiable health information under federal law, specifically including HIPAA; and
8. Ensure at Facility's request that each Student signs and delivers to Facility before the Experience begins a copy of a Confidentiality Understanding (attached and incorporated into this Agreement as **ATTACHMENT A**).

III. Facility Responsibilities. The Facility shall:

- A. Accept a mutually agreed upon number of Students which the

- Program has selected for an Experience period;
- B. Provide any applicable annually updated information that is necessary to complete Program's Clinical Education Center Information form;
 - C. Notify the Program - no later than fifteen (15) working days before a clinical assignment - of any change in Facility's ability to accept the Student;
 - D. Provide the Student a clinical schedule averaging forty (40) hours per week;
 - E. Complete and return each Student evaluation according to the Program's guidelines and schedule;
 - F. Not subject the Student to any sexual harassment act; and
 - G. Inform and train the Student regarding Facility's HIPAA-related policies and practices.
 - H. Facilitate communication between the Parties, including appointing a member from Facility to serve as clinical coordinator and notifying the Program of his/her identity.
 - I. Assume and maintain responsibility for patient care.

IV. Student Experience Characteristics.

- A. No Employment relationship to Either Party.
 - 1. *In General.* Facility's rules and regulations apply to each Student which Program assigns to an Experience.
 - 2. *Liability.* The Student is not considered an officer, employee, agent, representative, or volunteer of either Party for any purpose including, but not limited to, liability, but instead is a Student engaged in educational Experiences as a part of the Program's curriculum.
 - 3. *HIPAA.* The Student specifically is not and must not be considered to be Facility's employee. But the Student is considered to be a member of the Facility's workforce, when engaged in any Agreement activity:
 - a. Solely for the purpose under HIPAA to define the Student's role in relation to using and disclosing Facility's protected health information; and
 - b. As workforce is defined under 45 CFR 160.103.
- B. Short-Notice Assignment. In an emergency circumstance, the Program has a right to assign a Student to an Experience with less than ten (10) days' notice to the Facility. The Facility reserves a right to accept or reject that assignment.
- C. Short-Notice Cancellation. The Program retains a right to cancel a Student's Experience assignment for academic or other good cause with less than ten (10) days' notice to Facility, with no duty to designate another Student as a replacement.
- D. Assignment Refusal. The Facility retains a right for good cause to refuse any clinical assignment with less than fifteen (15) working days' notice.

- E. **Withdrawal.** Each Party is entitled at any time to withdraw the Student from the Facility after assignment for any of the following reasons that the Party must document:
1. The Student's unprofessional or unethical behavior;
 2. The Facility's staff's unprofessional or unethical behavior that directly affects the Student's Experience;
 3. The Student's failure to meet Program's prerequisite academic requirements; or
 4. Any good cause, including but not limited to, any medical emergency.

V. Effective Duration.

- A. **Term.** The Agreement's term begins on the Effective Date and is continuous with automatic one-year renewals on each successive anniversary of the Effective Date.
- B. **Termination.** Each Party has a right at any time to terminate the Agreement upon no later than sixty (60) days' advance written notice to the other Party.
- C. In the event of termination of this Agreement by either party, Students currently assigned to clinical experiences at Facility at the time of notice of termination will be given the opportunity to complete their Experience at Facility.

VI. Liability.

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

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

- b. Exclusion. The Program is liable under the provisions of subsection VI.A for any obligations, costs, and expenses only to the extent that the above act or omission is caused:
 - (1) By the Program or any of its officers, employees, or agents; and
 - (2) Not by the Facility or any of its officers, employees, agents, representatives, or volunteers.
- c. Any claim which involves a Student shall be the responsibility of the Student Insurance Carrier.

B. Facility Commitment.

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

C. Student Insurance.

- 1. *Student Requirement.* Student is required to have Student's own

general and professional liability insurance with limits of liability of \$1,000,000 per occurrence and \$3,000,000 in general aggregate.

2. *Program Duty.* The Program ensures that general and professional liability insurance coverage for any Student assigned to the Facility has been obtained before Program has assigned the Student. The Program, at Facility's request, must deliver a copy of the insurance certificate to the Facility.

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

VIII. Confidentiality. The Facility acknowledges that Student records are confidential and Facility shall not disclose any Student records to a third party without the express prior written consent of Student, except when required by law.

IX. Amendment. Any change to this arrangement requires a written amendment that each Party's authorized signatory must sign.

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

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

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

Signed:

Program:

Facility:

IDAHO STATE UNIVERSITY

Rex Force, Pharm.D.

Vice President for Health Sciences

Printed Name: _

Title: _

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

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

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

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

Student’s Signature

Date

Student’s Name (Print)

Program Witness (Signature)

Date

Program Witness Name and Title (Print)

APPENDIX I

GRADUATE ASSISTANTSHIP LOG

		TOTAL:

APPENDIX J

Idaho State University Department of Counseling

Policies and Procedures for Animal Partners

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Idaho State University Department of Counseling Policies and Procedures 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 OneWelfare Model (Pinellos, Appleby, Scott-Park, Smith, & Verde, 2016). The OneWelfare 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 associated 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 is 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 an 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 law.

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 (AAAIP). Handlers will be held to the following professional standards and competencies while working on or off campus: AAAIP Standards of Practice (CITE), AAAIP Competencies (CITE), 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 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 **only** 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.

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 programming 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 Reporting

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 A. 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 pre-approved 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 are 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.

Acknowledgement Form

Department of Counseling
Idaho State University
Pocatello, Idaho 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 I am responsible for the information contained within the manual

Signature: _

Date: _

APPENDIX A: Adverse Events Reporting Form, Adapted with permission from UTCVM Institute of Agriculture

Overview of Adverse Event

Handler's Name: _

Animal's Name: _

Animal's Species: _

Animal's Breed: _

Animal's Age: _

Date and Time of Event: _

Owner's Name (if not Handler): _

Phone: _

Email: _

Offending Party name: _

Offending Party role: Handler Animal Participant Bystander
 Property/environment Other:

Contact Information: _

Affected party name: _

Affected party contact information: _

Affected party role: Handler Animal Participant Bystander Property/environment
 Other:

Witness name: _

Witness contact information: _

Witness relationship with parties involved: _

Witness address: _

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

Non-Physical Injury: Loud noise (barking) Non-Physical Aggressive Behaviors (growling, bearing teeth)

Offensive smell destruction of property (Urination, defecation)

Other:

Details of Adverse event resulting in physical injury

Adverse Event Description:
What was the offending party doing immediately before the incident occurred?
What was the affected party doing immediately before the incident occurred?
Possible factors contributing to event:
Site of injury on affected party's body:
Describe the extent of injury:

Treatment: No treatment necessary Mild first aid (bandage, ice pack) Sought medical attention

Describe how event was immediately handled

Was the event immediately reported? Yes No

Organization administrator name:

Facility administrator name:

Date/Time

Completed by:

Name:

Signature and Date:

Details of adverse event not resulting in physical injury

Adverse Event Description:

What was the offending party doing immediately before the incident occurred?

What was the affected party doing immediately before the incident occurred?

Possible factors contributing to event:

Site of injury on affected party's body:

Extent/Severity of Harm or Distress the Affected Party Suffered:

Describe how the event was immediately handled:

Describe how event was immediately handled

Was the event immediately reported? Yes 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?

Potential factors contributing to this adverse event:

Handler factors:

Animal factors:

Environmental factors:

Affected individual factors:

Assessment

Severity: Not severe at all Less severe Neutral More Severe Very Severe

Likelihood to reoccur: Definitely not Probably Not Possibly Probably Definitely

Additional Comments:

This adverse event was immediately handled effectively: Strongly disagree Disagree
 Neutral Agree Strongly Agree

Additional comments for handling similar adverse events in the future:

Recommended Outcome of Adverse Event

Outcome: Retirement Return to work Animal Behavior Evaluation
 Animal Medical Evaluation Remediation Handler Education Other

Explanation of Outcome and Preventative Actions to Avoid this Type of Adverse Event in the Future

Completed by

Name:

Signature:

Date:

Other Personnel reviewing (name, contact, title):

Other Personnel reviewing (name, contact, title):

Other Personnel reviewing (name, contact, title):

Outcome correspondence completed:

Handler/Owner Participant Facility Other

Checklist of Documents

- Therapy Animal Organization Registration or written approval (Therapy Animals 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 AAls (Therapy Animals only)
- Draft of Informed Consent and dissemination plan
- Veterinary records, including vaccinations
- Draft of cleaning procedures
- Signed Acknowledgement form