



**Idaho State
University**

**Kasiska Division
of Health Sciences**

**Master of Counseling (M.COUN.)
Student Handbook
2024-2025**



**Idaho State
University**

**Department
of Counseling**

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.

Dear Incoming Fall 2024 Cohort:

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

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

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

Please read the following pages thoroughly. On the next page, you will find the Student Responsibility Form. Your signature on the form is evidence you have read this handbook and assume responsibility for its contents, as well as their application, and following the guidelines herein. Be sure to keep a copy of this form, as it serves as our agreement with you for providing your academic training in counseling. We also appreciate hearing your ideas about how to make this handbook more user-friendly, clear, and helpful.

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

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

Warm Regards,
The Department of Counseling Faculty and Staff

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

Student Responsibility Form

I understand that I am responsible for reading and abiding by all the information presented in *both* the Master of Counseling Graduate Program Handbook and the Master of Counseling Fieldwork Handbook.

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

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

Signature

Printed Name

Date

Table of Contents

Student Responsibility Form.....	3
Program Policies And Procedures.....	6
Mission Statement.....	6
Department of Counseling Philosophy.....	8
Department of Counseling Goals and Objectives.....	9
Curricular Objectives.....	9
Student Professional Objectives.....	10
Counselor Self Awareness.....	11
Professional Comportment.....	13
Guidelines for Professional Attire.....	13
Professional Dependability.....	16
Diversity Statement.....	18
Syllabi Statement.....	18
Core Dispositions for Counselors.....	19
Continuous Review Procedures for the Master of Counseling Graduate Program.....	34
Classified Status.....	34
Retention Policy.....	34
Dismissal Policy.....	34
Dismissal Process.....	37
Masters Committee.....	38
Chair/Advisor.....	38
Graduate Committee Members.....	38
Advisee’s Tasks.....	38
Progression in Clinical Track Classes.....	39
Phone, Email & Social Media Policy.....	39
Appeal Process.....	40
Comprehensive Examination.....	41
The Case Presentation/Theoretical Approach.....	42
Oral Exam Poster.....	44
Learning Outcomes and Oral Exam Poster Presentation Requirements.....	45
Criteria for Master of Counseling: Oral Poster Exam Identification and Evaluation of Evidence-Based Practice (3.H.2) - All Students.....	46
Membership in Professional Associations.....	47
Technological Competencies.....	47
Competency 1.....	47
Competency 2.....	48
Competency 3.....	48
Competency 4.....	48
Idaho State University Student Handbook.....	49

Internship Liability Disclaimer.....	49
Endorsement Policy.....	49
Maternity and Paternity Leave Policy.....	50
Time Off.....	50
Course Faculty Approval and Advisor Notification.....	50
Animal Presence.....	51
Idaho Counselor Licensing Requirements.....	52
National Board for Certified Counselor Requirements.....	52
Supervised Experience in Counseling Acceptable to the Idaho Counselor Licensing Board.....	53
Idaho Pupil Personnel Services School Counseling Endorsement.....	54
Verification of Supervised Counseling Experiences.....	54
Liability (Malpractice) Insurance.....	55
Appendix A:.....	56
Proof of Liability (Malpractice) Insurance.....	56
Appendix B:.....	58
Case Presentation Form.....	58
Appendix C:.....	61
Permission to Record (Consent Form) and Release of Information.....	61
Appendix D:.....	67
Practicum and Internship Forms.....	67
Background.....	69
AGREEMENT.....	69
Mutual Responsibilities and Coordination.....	69
Program Responsibilities.....	69
Facility Responsibilities.....	70
Student Experience Characteristics.....	71
Effective Duration.....	71
Liability.....	71
Governmental Immunities.....	72
Confidentiality.....	72
Amendment.....	72
Notices.....	72
Binding Authority.....	73
Appendix E:.....	74
Supervised Counseling Experiences Verification Form.....	74
Appendix F:.....	77
Code Of Ethics.....	77
Appendix G:.....	78
Policies And Procedures For Animal Partners.....	78
Appendix H:.....	85
KPI Assessment Matrix by Class and Assignment.....	85

Program Policies And Procedures

Mission Statement

The mission of the Master of Counseling (M.COUN.) program is dedicated to nurturing the next generation of highly skilled and ethically-minded counseling professionals. Department of Counseling faculty believe that providing comprehensive education grounded in evidence-based practices and a commitment to diversity, equity, and inclusion, prepares students to excel in counseling practice, research, advocacy, and leadership within the counseling profession. The Master of Counseling degree is designed to be the strong foundation upon which graduates enter a lifetime career in the counseling profession.

Objectives

The counseling program offers five specialty practice areas to meet students' learning and professional career goals: Marriage, Couple, and Family Counseling; Clinical Mental Health Counseling; Clinical Rehabilitation Counseling; School Counseling; and Student Affairs Counseling. Students will experience a variety of learning opportunities through rigorous coursework, hands-on experiences, and supportive mentorship. We strive to empower our students to make meaningful and healthy contributions to the well-being of individuals, families, and communities while upholding the highest standards of professionalism and ethical conduct. The clinical nature of this program allows students to graduate with confidence in their abilities to meet future client needs and state licensure requirements as professional counselors.

In addition, graduates from the School Counseling specialization meet the requirements for the Idaho School Counselor Pupil Service Staff Certificate; while graduates from the Clinical Rehabilitation Counseling specialization meet the requirements to apply for the Commission on Rehabilitation Counselor Certification.

Objectives for all students within the counseling program align with the CACREP core areas and seek to maintain each of the following for all graduates.

1. Develop a strong sense of professional counseling identity and ethical practice.
2. Facilitate student exploration of the meaning and practice of culturally competent counseling and exploration of personal biases, privileges, and identities.
3. Prepare students to conceptualize clients from a developmental perspective and consider how this may impact client experiences throughout the lifespan.
4. Prepare students to work with clients in any stage of career development and

life-work balance.

5. Provide students with a foundational knowledge of counseling skills and building relationships.
6. Prepare students to engage with group counseling facilitation and systems approaches.
7. Prepare students to be competent in clinical assessment, program evaluation and consumers and producers of knowledge.

Department of Counseling Philosophy

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

- Individuals have a self-actualizing tendency, characterized by positive growth, change, and self-responsibility.
- The counseling relationship is best conducted through such interpersonal qualities as warmth, genuineness, respect, involvement, commitment, and congruence and in a setting of equality, cooperation, and mutual respect.
- The client can accept and take responsibility for their behavior and their environment.
- All individuals should be treated with respect, dignity, and worth.
- As a result of the counseling process, clients can better understand their perceptions, attitudes, and behaviors so that they can help themselves in the future by selecting appropriate alternatives.
- The professionally trained counselor should develop an integrated counseling model and/or theory, characterized by the recognition of the need to work with a client in a variety of areas including cognitive processes, feelings, and intra- and interpersonal behavioral processes.
- Counselors and clients should understand the process for the development of the social/cultural environment in which they live.
- The counseling process is an effective means for helping clients to learn how to interact constructively with themselves, others, and their environments.

Department of Counseling Goals and Objectives

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

The Master of Counseling degree is designed to be the strong foundation upon which graduates enter a lifetime career in the counseling profession. This program prepares counselors to respond to the multitude of societal changes and the ever-expanding counseling profession. In addition to knowledge and experience in the following eight common-core areas, graduates have specialized knowledge and skills as identified in the objectives of the Marriage, Couple, and Family Counseling; Clinical Mental Health Counseling; Clinical Rehabilitation Counseling; School Counseling; and Student Affairs Counseling specialty programs. For more specific details, please reference the [Council for Accreditation of Counseling and Related Educational Programs](#).

Curricular Objectives

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

1. Students will know human growth and development to understand the nature and needs of persons at all developmental levels and in multicultural contexts.
2. Students will know the social and cultural foundations to be effective in a multicultural and diverse society.
3. Students will be knowledgeable and skillful in counseling and consultation processes.
4. Students will be knowledgeable about group development, dynamics, counseling theory, group counseling methods, and group work approaches.
5. Students will be knowledgeable and understand career development and related factors.
6. Students will understand and be knowledgeable about individual and group approaches to assessment and evaluation.
7. Students will be knowledgeable about various research methods and statistical analysis, needs assessments, and program evaluation.
8. Students will be knowledgeable about the profession of counseling including

history, organizational structures, ethics, standards, and credentialing.

Student Professional Objectives

1. In addition to the above curricular objectives, the Department of Counseling has program-specific objectives. These include:
2. School Counseling students will obtain certification as school counselor Clinical Rehabilitation Counseling students will obtain certification as rehabilitation counselors
3. Students in all specialty practice areas (Marriage, Couple, and Family Counseling; Clinical Mental Health Counseling; Clinical Rehabilitation Counseling; School Counseling; and Student Affairs
4. Counseling) will obtain appropriate state licensure as professional counselors (i.e., LPC

Counselor Self Awareness

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

The emphasis on personal development is a vital and fundamental aspect of the counseling program. The faculty is committed to creating an atmosphere of safety. However, it is important to recognize that an atmosphere of safety is not synonymous with an atmosphere of comfort.

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

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

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

As faculty endorse the value of the counselor's personhood in the counseling process, feedback will be related to each student as a counselor. Active involvement in self-awareness and personal growth is an integral and necessary component of the counseling program.

Students must be open to receiving clinical and interpersonal feedback that includes the realm of their personhood and engaging in self-exploration to successfully complete the program.

In addition to success in academic coursework, certain non-academic conditions are essential to counselor development and competency in the counseling profession. As such, certain non-academic conditions may limit the student's ability to work with others in class, practicum, or internship settings. For this reason, should the faculty or course instructors note any problems of professional competence 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 problems of professional performance are not successfully addressed through remediation measures, students may be delayed or dismissed from the program. The Department of Counseling values students' mental health and encourages students to engage in self-care as described by the American Counseling Association Code of Ethics (2014; see Section C). Such self-care may include engaging in counseling services.

The ISU Counseling and Mental Health Center provides free/confidential individual and group counseling for students, amongst other services. Students are encouraged to contact [ISU Counseling Services](#) at their respective campus as interested (Pocatello: 208-282-2130; Meridian: 208-373-1732).

Professional Comportment

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

Guidelines for Professional Attire

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

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

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

Business Casual Attire

- 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., American Rehabilitation Counseling Association and National Rehabilitation Counseling Association, American Counseling Association, Idaho Counseling Association Conference, Idaho School Counseling Association Conference, etc.). If you have questions about this, please feel free to consult your faculty.
- Despite variances in business casual conceptualizations, students are expected to generally avoid clothing that would be defined as beachwear, sportswear, or athleisure (e.g., 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 intervention settings. If you have questions about this, please consult your faculty.
- 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.
- 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: 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. Students maintain appropriate hair (including facial hair) hygiene and maintenance.

Attend to personal grooming and hygiene

- 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 in sports, ecotherapy/adventure-based counseling, experiential activities, or animal-assisted interventions.

- In general, except in the situations described above, clothing should be clean and clothing fabric should be in generally good condition.
- Demonstrate sensitivity to trauma, sensory differences, and diverse client identities
- Clothing, jewelry, or other forms of personal expression that overtly display a professional's belief systems. Please remember that such items may activate previous experiences of marginalization in some students, supervisees, and/or clients.

Scents and Fragrances

- 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.
- 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 spaces without the consent of all occupants.

Clothing Coverage and Fit

- Please be aware that visible exposure of some parts of our bodies may be triggering to some students and/or clients. As we do not know which types of skin/body exposure may be triggering to some individuals in our professional setting, please be mindful of clothing coverage and fit. In general, students of all gender identities can attend to this aspect of trauma sensitivity by intentionally selecting the following for professional settings:
- For bottoms, such as pants, skirts, crops/capris, and so on, make choices that are close to knee length or longer. This applies to students of all gender identities.
- For tops, such as shirts, sweaters, blouses, and so forth, make choices about necklines that don't dip far below 4 fingers from the collarbone; making choices about lengths 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.

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

Professional Dependability

Absences and Tardiness

Extended Absences

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

Individual Absences

For absences from a single class, please refer to the syllabus of the instructor of record Classes, Practicum/Internship Lab, and Clinical Work

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

Interpersonal Behavior

The Department of Counseling faculty recognizes that the interpersonal learning that occurs in cohort models and relationships with other peers, faculty, and instructors is an invaluable part of professional development and preparation for success as a future professional counselor. Masters students are expected to maintain appropriate professional boundaries in the department of counseling. During their time in the program, master's students are prohibited from engaging in personal friendships or romantic/sexual relationships with doctoral students, instructors, staff, or faculty. Masters students are expected to maintain boundaries that are appropriate to supervisor-supervisee relationships with doctoral students. Please note: if you are uncertain about what professional boundaries look like regarding interfacing with doctoral students, it is your responsibility to schedule a meeting for clarification with your advisor.

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

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

Diversity Statement

The Idaho State University Department of Counseling values cultural awareness and equity when interacting with others and oneself. Culture includes multiple dimensions that may not be initially visible to others (i.e., physical attributes). Our department emphasizes respect and affirmation for everyone, moving beyond mere 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.

Non-Discrimination Statement

The Department of Counseling 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. The Department emphasizes standards of excellence in equity, inclusion, and diversity within the framework of the Multicultural and Social Justice Counseling Competencies (MSJCC, Ratts, Singh, Nassar-McMillian, Butler, and McCollough, 2016).

Syllabi Statement

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

Core Dispositions for Counselors

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



(ISU DOC Faculty, 2019)

Cultural Humility

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

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.
- Maintains 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 continues to shape their experience and perspective.
- Exhibits awareness of one's values and beliefs that stem from a combination of cultures to increase understanding of others.

Power and Positionality

- Identifies how power and privilege are present within one’s cultural identities and how those positions impact others’ experiences in personal and professional relationships.

- Develops skills and actions to address power imbalances at individual, community, and societal levels.
-

Mindfulness

Definition: Active, open attention to 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 various settings (class, supervision sessions, counseling sessions).
 - Here-and-now awareness of intentions and motivating actions within relationships (with self and others).
-

Engagement

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

As evidenced by:

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

Reflexivity

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

As evidenced by:

- Confronting and challenging assumptions that may be harmful to self and/or others.
 - Demonstrating appropriate personal and professional boundary management.
 - Showing the ability to receive and integrate feedback.
-

Curiosity

Definition: Eagerness to know, discover, and generate; interest leading to inquiry.

As evidenced by:

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

Empathy

Definition: The ability to express feelings, of self and others, appropriately and effectively.

As Evidenced By

- Demonstrating understanding and validation of others' emotions and experiences.
- Communicating empathy in verbal and non-verbal ways in various settings (class, supervision sessions, counseling sessions).
- Actively listening and responding with compassion and understanding in personal and professional relationships.

Integrity

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

As evidenced by:

- Ability to express feelings, both of self and others, appropriately and effectively.
- Emotional regulation and stability.
- Enactment of care and compassion toward self and others.

CACREP Common-Core Program Objectives

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

1. History and philosophy of the counseling profession and its specialized practice areas.
2. The multiple professional roles and functions of counselors across specialized practice areas.
3. Counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including:
 - (a) Collaboration and consultation
 - (b) Community outreach
 - (c) Emergency response management
4. The role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success.
5. The role and process of the professional counselor advocating on behalf of the profession.
6. Professional counseling organizations, including membership benefits, activities, services to members, and current issues.
7. Professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas.
8. Legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas.
9. Current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession.
10. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas.
11. Self-care, self-awareness, and self-evaluation strategies for ethical and effective practice.
12. The purpose of and roles within counseling supervision in the profession.

SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES

1. Theories and models of multicultural counseling, social justice, and advocacy.
2. The influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews.
3. The influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors.
4. The effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally.
5. The effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients.
6. The effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness.
7. Disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities.
8. Principles of independence, inclusion, choice, and self-empowerment, and access to services within and outside the counseling relationship.
9. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.
10. Guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities.
11. The role of religion and spirituality in clients' and counselors' psychological functioning.

LIFESPAN DEVELOPMENT

1. Theories of individual and family development across the lifespan.
2. Theories of cultural identity development.
3. Theories of learning.
4. Theories of personality and psychological development.
5. Theories and neurobiological etiology of addictions.

6. Structures for affective relationships, bonds, couples, marriages, and families.
 7. Models of resilience, optimal development, and wellness in individuals and families across the lifespan.
 8. Models of psychosocial adjustment and adaptation to illness and disability.
 9. The role of sexual development and sexuality related to overall wellness.
 10. Biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.
 11. Systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.
 12. The influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan.
 13. Effects of crises, disasters, stress, grief, and trauma across the lifespan.
-

CAREER DEVELOPMENT

1. Theories and models of career development, counseling, and decision-making.
2. Approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors.
3. Processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems.
4. Approaches for assessing the conditions of the work environment on clients' life experiences.
5. Strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development.
6. Career development program planning, organization, implementation, administration, and evaluation.
7. Developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities.
8. Strategies for advocating for employment support for individuals facing barriers in the workplace.

9. Strategies for facilitating client skill development for career, educational, and life-work planning and management.
 10. Career and postsecondary training readiness and educational decision-making.
 11. Strategies for improving access to educational and occupational opportunities for people from marginalized groups.
 12. Ethical and legal issues relevant to career development and career counseling.
-

COUNSELING PRACTICE AND RELATIONSHIPS

1. Theories and models of counseling, including relevance to clients from diverse cultural backgrounds.
2. Critical thinking and reasoning strategies for clinical judgment in the counseling process.
3. Case conceptualization skills using a variety of models and approaches.
4. Consultation models and strategies.
5. Application of technology related to counseling.
6. Ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities.
7. Culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities.
8. Counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships.
9. Interviewing, attending, and listening skills in the counseling process.
10. Counseling strategies and techniques used to facilitate the client change process.
11. Strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences.
12. Goal consensus and collaborative decision-making in the counseling process.
13. Developmentally relevant and culturally sustaining counseling treatment or intervention plans.
14. Development of measurable outcomes for clients.

15. Evidence-based counseling strategies and techniques for prevention and intervention.

GROUP COUNSELING AND GROUP WORK

1. Theoretical foundations of group counseling and group work.
 2. Dynamics associated with group process and development.
 3. Therapeutic factors of group work and how they contribute to group effectiveness.
 4. Characteristics and functions of effective group leaders.
 5. Approaches to group formation, including recruiting, screening, and selecting members.
 6. Application of technology related to group counseling and group work.
 7. Types of groups, settings, and other considerations that affect conducting groups.
 8. Culturally sustaining and developmentally responsive strategies for designing and facilitating groups.
 9. Ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities.
 10. Direct experiences in which counseling students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.
-

ASSESSMENT AND DIAGNOSTIC PROCESSES

1. Historical perspectives concerning the nature and meaning of assessment and testing in counseling.
2. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.
3. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
4. Reliability and validity in the use of assessments.
5. Culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications.

6. Ethical and legal considerations for selecting, administering, and interpreting assessments.
 7. Use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes.
 8. Use of assessments in academic/educational, career, personal, and social development.
 9. Use of environmental assessments and systematic behavioral observations.
 10. Use of structured interviewing, symptom checklists, and personality and psychological testing.
-

RESEARCH AND PROGRAM EVALUATION

1. The importance of research in advancing the counseling profession, including the use of research to inform counseling practice.
2. Identification and evaluation of the evidence base for counseling theories, interventions, and practices.
3. Qualitative, quantitative, and mixed methods research designs.
4. Practice-based and action research methods.
5. Statistical tests used in conducting research and program evaluation.
6. Analysis and use of data in research.
7. Use of research methods and procedures to evaluate counseling interventions.
8. Program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy.
9. Culturally sustaining and developmentally relevant outcome measures for counseling services.
10. Ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation.
11. Culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation.

Clinical Mental Health Counseling Specialty Practice Area Program Objectives

Students who select the Clinical Mental Health Counseling (CMHC) specialty practice area will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. In addition to the CACREP common core objectives, the specialty practice area of clinical mental health counseling will:

1. Prepare culturally competent professional counselors to utilize evidence-based practices to serve the treatment and prevention needs of diverse client populations across mental health delivery service modalities and networks within the continuum of care.
2. Equip professional counselors with the skills necessary to develop holistic and effective treatment plans, including appropriate assessments, diagnostic decision-making, and supporting documentation.
3. Prepare professional counselors to engage in ongoing and effective advocacy initiatives in individual, community, and public arenas through collaborative partnerships and legislative involvement.
4. Prepare professional counselors to interface with relevant third-party systems, such as managed care, behavioral healthcare teams, and the legal system.
5. Prepare trauma-informed professional counselors skilled in trauma-relevant client conceptualizations, interventions, and assessments.

Clinical Rehabilitation Counseling Specialty Practice Area Program Objectives

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

1. effects of the onset, progression, and expected duration of disability on clients' holistic functioning
2. environmental, attitudinal, and individual barriers for people with disabilities
3. impact of disability on sexuality
4. rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs
5. clinical rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, integrated behavioral healthcare, and the rehabilitation counseling services networks
6. transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities
7. role of family, social networks, and community in the provision of services for and treatment of people with disabilities
8. assistive technology to reduce or eliminate barriers and functional limitations
9. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management for people with disabilities
10. strategies to advocate for people with disabilities related to accessibility, accommodations, and disability law adherence
11. third-party reimbursement and other practice and management issues in clinical rehabilitation counseling.

Marriage, Couple, and Family Counseling Specialty Practice Area Program Objectives

The master's degree specialty practice area in Marriage, Couple, and Family Counseling is designed to prepare individuals to specialize in providing counseling services in a variety of settings. Practicum and internship settings may include mental health centers, rehabilitation counseling offices, juvenile homes, youth ranches, and alcohol and substance abuse centers. In addition to the CACREP common-core objectives, Marriage, Couple, and Family Counseling majors will:

1. Possess knowledge of the history of marriage, couple, and family counseling, including philosophical and etiological premises that define the practice.
2. Understand the structure and operations of professional organizations, preparation standards, and credentialing bodies pertinent to marriage, couple, and family counseling (e.g., IAMFC). For more details, please reference [IAMFC](#)
3. Know the ethical and legal considerations specifically related to marriage, couple, and family counseling (e.g., ACA and IAMFC Code of Ethics). For more details, please reference [ACA](#)
4. Understand the implications of professional issues unique to marriage, couple, and family counseling, including recognition, reimbursement, and right to practice.
5. Understand the roles of marriage, couple, and family counselors in various practice settings and in relation to other helping professionals.
6. Understand the implications of social, cultural, spiritual, diversity, and equity issues relevant to marriage, couple, and family counseling.
7. Understand the marriage, couple, and family life cycle dynamics, structures, and development in a multicultural society, including family of origin and intergenerational influences, cultural heritage, socioeconomic status, and belief systems.
8. Know the human sexuality issues and their impact on family and couple functioning, along with strategies for resolution.
9. Understand societal trends and related treatment issues, such as working with families in transition, non-traditional families, and blended families.
10. Know a variety of family system theories and other relevant theories, and their application in working with couples, families, individuals, and other systems (e.g., legal, legislative, and community systems).

11. Possess interviewing, assessment, and case management skills for working with individuals, couples, families, and other systems, as well as skills in the appropriate implementation of systemic intervention.
12. Understand preventive approaches for working with individuals, couples, families, and other systems (e.g., pre-marriage counseling, parenting skills training programs, and relationship enhancement), along with the skills necessary for program development and implementation.
13. Understand the specific problems that impede family functioning, including socioeconomic disadvantage, addictive behaviors, and interpersonal abuse, along with interventions for resolution.
14. Understand research and technological applications in marriage, couple, and family counseling.

Student Affairs Counseling Specialty Practice Area Program Objectives

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

1. Prepare culturally competent professional counselors specializing in college counseling and student affairs to understand and evaluate organizational leadership, management, and culture within current trends of higher education.
2. Equip professional counselors specializing in college counseling and student affairs to understand theories of student development and potential barriers and resources available in higher education settings.
3. Prepare professional counselors specializing in college counseling and student affairs to assess diverse higher education environments, including institutional, systemic, and intra- and interpersonal barriers to postsecondary transitions within the various roles of college counselors and student affairs professionals.
4. Equip professional counselors specializing in college counseling and student affairs to develop, design, assess, and respond to a variety of potential threats or violence in higher education settings.

School Counseling Specialty Practice Area Program Objectives

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

1. Prepare culturally competent professional counselors specializing in school counseling to understand models of school counseling programs, PK-12 career development, school-based collaboration and consultation, and implementation of school-based interventions.
2. Prepare professional counselors specializing in school counseling to develop, design, and evaluate various aspects of a school counseling program, including mission statements and objectives, comprehensive curricula, lesson plans, and classroom management and instruction strategies.
3. Prepare professional counselors specializing in school counseling for roles as leaders and advocates in the school counseling system.
4. Equip professional counselors specializing in school counseling to respond to crisis management situations, screen PK-12 students for warning signs of mental health and behavioral disorders, and address social-emotional and trauma-informed counseling practices in school settings.
5. Equip professional counselors specializing in school counseling to consult with families, PK-12 and postsecondary personnel, and other referral sources.
6. Prepare culturally competent and trauma-informed professional counselors specializing in school counseling to promote academic achievement and graduation rates while assessing potential barriers to student success.
7. Equip professional counselors specializing in school counseling with interventions and strategies to promote equity in student achievement and postsecondary transitions.

Continuous Review Procedures for the Master of Counseling Graduate Program

Classified Status

Throughout the student's enrollment in the Master of Counseling program, a continuous process of advisement and assessment occurs. The continuous review process is both formal and informal. Formal processes involve semester-by-semester assessment of core dispositions, supervisor midterm and final evaluations, semester grades, and clinical skill review (i.e., ICRF) during clinical track semesters. Informal processes involve attention to day-to-day interactions within the Department, with peers, doctoral students, clients, and faculty.

Both students and faculty members are provided with many opportunities to assess the student's compatibility with our program and the student's progress toward completing our graduate program. Students will meet with their assigned advisor early in their first semester. Your assigned advisor serves the role of your Masters Committee Chair (see Graduate Committee Chair, page 38). Students meet with their advisor a minimum of one time during the Fall and Spring semesters. It is your responsibility to schedule meetings with your advisor.

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

Retention Policy

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

Dismissal Policy

The Department of Counseling faculty members have a professional responsibility to serve as gatekeepers for the counseling profession. Counseling is a discipline that requires active and complex gatekeeping to protect the public welfare of our communities. In particular, gatekeeping refers to the responsibility of all counselors, counselor educators, and student counselors, to intervene with counselor trainees, supervisees, professional colleagues, and supervisors who engage in behavior that could threaten the welfare of those receiving counseling services. "This

responsibility is mandated in the ethical standards of both the American Counseling Association (ACA) and the National Board for Certified Counselors (NBCC) by specifying that counselors must act to rectify the problematic condition through appropriate organizational and professional channels (ACAS 2014, Section F.5.; NBCC, 2005, Section A; McAdams & Foster, 2009).

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

- Inability to be open, flexible, positive, and cooperative
- Unwilling to accept and use feedback
- Unaware of the impact on others
- Inability to deal with conflict and accept personal responsibility
- Inability to express feelings effectively and appropriately

The above examples are also found in the description of the Core Dispositions. If others (i.e., faculty, doctoral-level supervisors, and site supervisors) have made similar observations, the Department Chairperson, Masters Committee Chair (i.e., advisor), 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 problems of professional competence and steps to remove this barrier(s) to progress toward professional competency when appropriate. In many instances, a Professional Progression Plan (PPP) will be crafted to provide clear and specific ways the student can improve and continue to progress in the program. However, in more extreme cases (e.g., a student poses a potential harm to self or others), faculty may choose to remove the student from the program without a PPP. In such cases, faculty will meet to discuss the student's failure to meet continuation standards (i.e., retention requirements) and a vote for dismissal will be entertained, guided by Graduate School Policy.

The PPP represents a formal agreement between the Department and the student who has been identified as having impediments to their progress as a counselor in the program. Upon receipt of the PPP, the student will review the plan and provide their signature indicating an understanding of the requirements expected and as an agreement to meet the requirements described within.

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

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

email address.

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

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

- Dismissal will occur when students violate the criteria established by the Graduate School: Graduate Catalog: Appeals and Dismissals
- Dismissal for failure to meet continuation standards related to academic and clinical competency will occur when a student:
 - Earns a B- or below in COUN 6696 Pre-practicum Counseling Techniques, OR
 - earns a B- or below in COUN 6621 Counseling Ethics, OR
 - earns a B- or below in COUN 6624 Cultural Counseling, OR
 - earns six credits at or below 2.7 (B- or below), OR
 - below a 3.0 GPA (B), OR
 - earns a 2.7 (B-) or below in Practicum COUN 6697 or Internship COUN 6698
 - Students must complete COUN 6696, 6621, and 6624 to progress in the program.
 - Withdraws from a course without approval from their advisor

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

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

In all cases of dismissal, the student will be notified in writing by email and certified mail, return receipt requested, that the student is dismissed, and must be told in the document that they have 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](#):

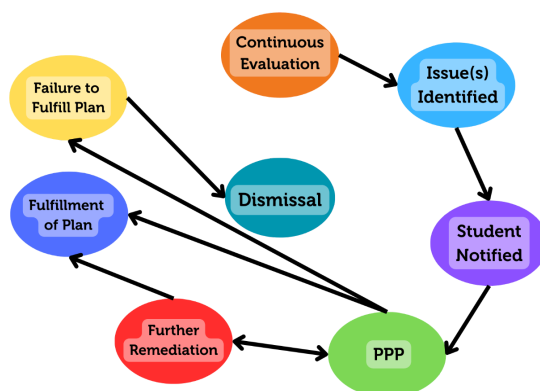
Plagiarism represents the most obvious, and potent, form of academic dishonesty for a counselor and scholar. A confirmed incident of plagiarism can be career-ending, particularly if the incident is deemed intentional. However, even unintentional plagiarism is still plagiarism and a serious ethical issue. This form of academic dishonesty also is of primary importance for you as a master's student. Your understanding of the breadth of what is considered plagiarism, and the steps to avoid an incident of plagiarism, is central to your development and success as a master's student and scholar.

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

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

Dismissal Process

This process is continuous from the start of the program to graduation:



In addition to the American Counseling Association Code of Ethics (2014), the Department of Counseling adheres to [Idaho State University policies](#) with regard to student conduct and academic dishonesty.

Masters Committee

Chair/Advisor

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

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

Graduate Committee Members

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

Advisee's Tasks

Advisee's Tasks are outlined by semester on The Department of Counseling's Advising Page. It is the student's responsibility to regularly reference this page as a way to stay engaged and up to date with their program of study and to prepare for advising meetings.

Progression in Clinical Track Classes

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

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

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

Phone, Email & Social Media Policy

Today's professional counselors are compelled both ethically and legally to develop and maintain appropriate professional relationships with clients. 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:

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.

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

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

Appeal Process

The Department of Counseling follows the Appeal Process detailed in the ISU Graduate Catalog. Students who wish to appeal dismissal from a graduate program, or the receipt of a specific grade, should follow the Graduate School process. Department faculty fully supports students' right to appeal dismissal from the program.

Comprehensive Examination

All master's degree students in the Department of Counseling are required to pass a comprehensive examination (the Bengal Counseling Exam [BCE]) that is given on the first Friday of March.

The BCE will be composed of multiple-choice questions that cover the eight CACREP common-core areas as defined by their Standards for Preparation:

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

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

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

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

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

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

Assessment and Diagnostic Processes - studies that provide an understanding of basic assessment and statistical concepts, use of assessments for diagnostic and intervention planning purposes, and ethical and culturally relevant strategies for assessment and testing.

Research and Program Evaluation - studies that provide an understanding of types of research and statistical methods, program and counseling practice evaluation strategies and measures, and ethical and cultural aspects of research and program evaluation.

A failing score on the BCE is defined as below 70 percent and results in the student being assigned a task for remediation (for each area that fell below 70 percent) by the Department faculty, via their advisor. This task, with the format to be determined by the faculty for the designated area. The task focuses on ensuring that the student can evidence knowledge competency in the CACREP Core Area(s) not satisfactorily met via the BCE score. Upon determination of which CACREP Core Area(s) need to be remediated, students will work with their advisor to determine the due dates for the task. **Remediation must be successfully completed before the student is allowed to sit for their oral exam.** In the event the student is not able to fulfill the requirements of the task, graduation will/may be delayed.

The Case Presentation/Theoretical Approach

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

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

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

If a student does not pass their 6698L Case Presentation, the student must meet with their advisor and discuss the development of a PPP. The PPP will address what may have led to not passing, and then a preparation plan for a second attempt at their Case Presentation will be developed. Depending upon the preparation plan needed, a delay in scheduling of the Oral Poster Exam is likely. A second fail at the Case Presentation will result in the continuation of the PPP. The PPP

will be designed to support the student's successful completion of their Case Presentation and will also include consequences for failure to adequately follow the plan.

Oral Exam Poster

The purpose of the oral exam is for students to demonstrate the ability to succinctly provide a holistic overview of their work with a client (as they might in a staffing meeting). Students will present the same client for their oral poster that was successfully presented for their case presentation/theoretical approach in lab. Poster presentations will be delivered on a day designated by the department during the spring semester of the student's final year. A student must be approved by their graduate committee chair/faculty advisor for participation in the oral exam poster. Each student will be assigned a designated time period to deliver their presentation and will present their poster to a review committee comprised of the student's departmental committee. This committee will engage in the assessment and critique of the student's work.

Following the student's formal presentation, the committee will assign a grade of pass or not passing. Students must receive a passing grade for the student to complete this program requirement. If a student's oral exam poster is judged to be not passing the committee will develop a remediation plan.. The student's committee chair, with guidance from the faculty, will determine the timeline for the oral exam poster remediation.

To be eligible for the oral poster examination, students must have:

- Approval from the student's advisor.
- Satisfactory clinical progression.
- No incompletes in previously enrolled courses.
- No outstanding assignments in currently enrolled courses.
- Successful case presentation/theoretical approach in Internship Lab.
- Successful completion of the written comprehensive exam

Learning Outcomes and Oral Exam Poster Presentation Requirements

1. Students will demonstrate comprehensive knowledge and skills for their specialty practice area (i.e., Clinical Mental Health Counseling; Clinical Rehabilitation Counseling; School Counseling; Marriage, Couple & Family Counseling; or Student Affairs Counseling) by including the following in their poster presentation:
2. Case description with presenting concerns, problems, or needs (individual, couple, family, institution, organization, school, or university).
3. Description of the counseling theory/model used and how it was implemented (including but not limited to specialty program-specific models such as consultation practices within school counseling and biopsychosocial models in clinical rehabilitation counseling).
4. Additional models or approaches used alongside the primary theory (e.g., motivational interviewing, play therapy, expressive arts, animal-assisted therapy in counseling) if applicable.
5. Treatment plan or service plan identifying goals, objectives, and actions.
6. Progress or outcome descriptions and relevant outcome data.
7. Ethical considerations.
8. Multicultural diversity, social justice, and inclusion factors.
9. Additional significant professional issues (e.g. referrals or interprofessional collaboration, additional training sought).
10. A minimum of 10 references from the professional counseling literature, including at least 2 conceptual or practice-based literature references and 2 empirical outcome study references. No more than two books should be referenced.
11. Comprehensive hard-copy handout for each committee member. Handouts for other attendees as needed.
12. Through the criteria listed above, students' pass/fail grade will be determined by the following CACREP standards:

Criteria for Master of Counseling: Oral Poster Exam

Identification and Evaluation of Evidence-Based Practice (3.H.2) - All Students

Description:

Demonstrates the ability to identify and evaluate the evidence base for counseling theories, interventions, and practices.

Procedures for Assessing and Responding to Client Risk (3.G.13) - All Students

Description:

Exhibits proficiency in implementing procedures for assessing and responding to the risk of aggression or danger to others, self-inflicted harm, and suicide.

Intake Process (5.C.4) - Clinical Mental Health Counseling (CMHC) Only

Description:

Demonstrates competency in conducting intake interviews, mental status evaluations, biopsychosocial histories, mental health histories, and psychological assessments for treatment planning and caseload management.

Collaboration in Educational Settings (5.E.10) - Student Affairs Only

Description:

Exhibits understanding of the roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions.

Implementation of School-Based Interventions (5.H.13) - School Counseling Only

Description:

Demonstrates proficiency in implementing and coordinating school-based interventions.

Treatment Planning in Marriage, Couple, and Family Counseling (5.F.11) - Marriage, Couple, and Family Counseling (MCFC) Only

Description:

Displays competency in conceptualizing and implementing treatment planning and intervention strategies in marriage, couple, and family counseling.

Specific Assessment for Disabilities (5.D.9) - Clinical Rehabilitation Counseling (CRC) Only

Description:

Demonstrates proficiency in conducting intake interviews, mental status evaluations, biopsychosocial histories, mental health histories, and psychological assessments for treatment planning and caseload management for individuals with disabilities.

Membership in Professional Associations

The Department of Counseling believes that joining and actively participating in key professional associations is an important part of one's development as a professional counselor. The Department of Counseling faculty requires all graduate students in the Department of Counseling to join the American Counseling Association (ACA). Student membership in ACA includes student malpractice insurance.

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

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

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

Technological Competencies

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

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

Competency I

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 to organize, create, and utilize datasets.

Competency 2

Be able to use audiovisual equipment such as video recording software (e.g. Panopto), teleconferencing equipment, and other applications available through education and training experiences. Basic technology knowledge includes the ability to 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 (e.g., 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 can 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 where 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.

Competency 4

The implementation of Tevera in the Masters of Counseling program serves as a crucial component for both KPI (Key Performance Indicator) assessment and clinical paperwork tracking. Tevera is a comprehensive software platform designed to enhance the training and development of counseling students by providing streamlined, efficient, and accurate methods for tracking various elements of their educational journey. As part of this program, students are required to purchase a lifetime membership to Tevera, ensuring they have ongoing access to this essential tool throughout their education and professional career.

Idaho State University Student Handbook

All students in the Department of Counseling are responsible for reading and adhering to the policies and procedures outlined in the Idaho State University Student Handbook.

Internship Liability Disclaimer

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

Audit Policy

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

Endorsement Policy

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

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

This policy applies to oral or written recommendations for:

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

Maternity and Paternity Leave Policy

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

Time Off

Time off could mean absence related to pregnancy, childbirth, and other related pregnancy conditions so long as your doctor says the absence is medically necessary. A student can return to school with the status they held before taking the leave. Students should expect no penalty for taking pregnancy or parental leave based on Title IX guidelines

Course Faculty Approval and Advisor Notification

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

[Maternity/Paternity Student Leave-Request Services Form](#)

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 approved others) in Animal Assisted Counselor Education Interventions.

However, the ISU Department of Counseling recognizes that certain unavoidable risks and animal welfare concerns 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 must comply with the Department of Counseling Animal Partners Policies and Procedures for Animal Partners. All faculty, students, and staff must read and uphold these policies and procedures before bringing an animal into the department, field sites, or other affiliated learning environments.

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

Idaho Counselor Licensing Requirements

Those students who are in the process of completing the Master of Counseling degree are strongly encouraged to become a Licensed Professional Counselor (LPC) with the final goal of becoming a Licensed Clinical Professional Counselor (LCPC). "The State of Idaho has specific requirements that must be met to qualify for licensure. These requirements may be above and beyond the degree requirements. For the most current information, please visit the [Idaho Division of Occupational and Professional Licenses \(IDOPL\)](#).

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

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

National Board for Certified Counselor Requirements

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

National Board for Certified Counselors 3 Terrace Way, Suite D
Greensboro, NC 27403-3660
(336) 547-0607
Hours: 8:30 am- 5:00 pm EST, M-F <http://www.nbcc.org> nbcc@nbcc.org

The Department of Counseling will assist students in registering for the National Counselor Examination (NCE). This exam is to be taken in your final Spring semester. The department will submit the email addresses of students eligible to take the NCE during the Fall semester. Students will receive an email from the National Board for Certified Counselors (NBCC) in January to register and schedule an examination date. Testing dates typically take place in April or May. Application for the NCE and any other licensing exam is the responsibility of the student, not the Department. If you need further information, see your advisor.

Supervised Experience in Counseling Acceptable to the Idaho Counselor Licensing Board

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

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

- A. One thousand (1,000) hours is defined as one thousand (1,000) clock hours of experience working in a counseling setting, four hundred (400) hours of which must be direct client contact. Supervised experience in practicum taken at the graduate level may be utilized. The supervised experience includes a minimum of one (1) hour of face-to-face or one-to-one (1/1) or one-to-two (1/2) supervision with the supervisor for every twenty (20) hours of job/internship experience. (7-1-21)
- B. Supervision must be provided in compliance with the ACA Code of Ethics that was adopted by the Board at the time of the supervision and provided by a counselor education faculty member at an accredited college or university, a Professional Counselor, registered with the Board as a supervisor, or a licensed mental health professional supervisor as defined in these rules. If the applicant's supervision was provided in another state, it must have been provided by a counseling professional licensed by that state, provided the requirements for licensure in that state are substantially equivalent to the requirements in Idaho. (7-1-21)”
- C. In the Department of Counseling, supervision by doctoral students who have received supervision training is viewed as acceptable to the Board. The Department of Counseling prefers that students seek out practicum and internship settings that have a licensed professional counselor first. before considering a site in which supervision is provided by a different mental health professional. Your development as a professional counselor occurs not only while in class at ISU but also during your clinical experiences outside of ISU. Mentoring by a professional counselor during your clinical supervision is a vital part of your emergent identity as a professional counselor.

Note: Students are responsible for ensuring a site supervisor is registered with the IBOL before accepting a site for practicum or internship.

Idaho Pupil Personnel Services School Counseling Endorsement

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

Verification of Supervised Counseling Experiences

Students are required to complete the Supervised Counseling Experience Verification and provide a copy for their departmental file after each semester of field experience. Verification forms are to be completed and submitted whether credit hours are completed or not. They provide the department with a reliable, verified record of hours completed by the student at the end of a semester. (Failure to provide this completed Supervised Counseling Experience Verification Form at the end of each semester of field experience will lead to an Incomplete grade being posted for the course.) The combined forms will corroborate letters of endorsement from the Department of Counseling to licensing bureaus, accreditation boards, or certification agencies.

Students are required to verify the hours of experience with documentation (i.e., logs, case notes). The following is a partial list of classes that provide supervised field experiences:

- COUN 6697: Individual Counseling Practicum
- COUN 6698: Counseling Internship 1 and 11
- Specific Independent Studies designed as Supervised Experiences

Liability (Malpractice) Insurance

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

All Department of Counseling students who are enrolled in or participating in programs or experiences in which human participants are used for practice must present evidence of liability (malpractice) insurance coverage. Liability insurance is included with student membership in ACA. ISU will assess a \$5.00 per semester fee for this additional insurance.

Students are required to complete and sign the Proof of Liability (Malpractice) Insurance form and upload a scanned copy on Tevera during the first semester of their graduate study and each Fall semester thereafter.

Appendix A:

Proof of Liability (Malpractice) Insurance

DEPARTMENT OF COUNSELING
IDAHO STATE UNIVERSITY
POCATELLO/MERIDIAN, IDAHO

PROOF OF LIABILITY (MALPRACTICE) INSURANCE

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

Printed Name: _____

Student Signature: _____

ID #: _____

Date: _____

ISU Liability Insurance

Effective dates: August 2024 to 2025

OR

Insurance Policy Number: _____

Company: _____

Effective Dates: _____ to _____

Appendix B:
Case Presentation Form

Counselor's Name: _____

Session #: _____

Setting: _____

Date: _____

Client's Name: _____

Relevant Cultural and Identifying Information

Referral Source and Reason for Referral

(Why are they coming to see you and how did they find you?)

Relevant Assessment and Diagnostic Information

(From current or previous professional assessment and client report as related to the counseling service)

Client/Family/Couple Counselor Therapeutic Contact

(What have you and the client/family/couple agreed to work on?)

Hypothesis/Case Conceptualization

(Using your theoretical approach, how do you see the client/family/couple's presenting issues?)

Therapeutic Intervention

(What have you tried and how has the client/family/couple responded?)

Therapeutic Goals

Short term:

Long term:

Relevant Research

Culturally Relevant Issues/Challenges

Group Feedback

Other

Appendix C:

Permission to Record (Consent Form) and Release
of Information

Permission to Record

I, _____, give **(Counselor's Name)**
_____, a student in the Department of Counseling at Idaho State
University, permission to audio/video record our counseling sessions, and/or have visual records and
observations of me uploaded to a secure web hosting service** for storage and viewing.

I understand that the contents of the recordings may be reviewed with a training supervisor, counseling
faculty, supervision group, and/or Oral Exam committee members. I have been informed that the contents
of the recordings are considered confidential and will not be shared in any other way than described above
without my written permission. ***

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

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

Signature of Parent/Guardian if Client is a minor: _____

Important Information

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

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

*** Clients have the right to confidentiality. Information shared with permission will be kept confidential within the professional setting. There are, however, legal exceptions to this right; information must be shared under the following circumstances:

1. When ordered by the Court, or
2. When the counselor and a training supervisor determine that an individual may present a threat to self or others.
3. Idaho law requires the report of any known or suspected instance of child or adult abuse or neglect.

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

Note: A signed and dated permission form **MUST** be obtained for each client prior to any recording (audio or video).

What is Panopto?

Panopto Technology Guide

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

How Does Panopto Work?

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

How does ISU's Department of Counseling Protect the Video Sessions?

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

Is Panopto Secure?

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

Why Change How We Record Sessions?

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

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

- **ISU Department of Counseling's Chair:** David Kleist (kleidavi@isu.edu)
- **Internship Coordinator-Pocatello:** Dr. Ngoni Mpofu (ngonidzashempofu@isu.edu)
- **Internship Coordinator-Meridian:** Alex Gantt-Howrey (couninternship@isu.edu)
- **Panopto Technology Coordinator:** Chad Yates (yatechad@isu.edu)

Definitions:

*Users: Counseling master's students enrolled in practicum and internship, ISU Counseling Department Supervisors (assigned doctoral students), and ISU faculty members.

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

Panopto Viewing Guide

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

Security Measures

When viewing video content, please abide by the following security measures:

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

How to Delete Your Panopto Videos

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

How to Delete Video Recordings (Online and Internal):

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

Once videos have been recorded and uploaded, they will remain on Panopto's online server until deleted by the user or the Counseling Department faculty. To ensure security, it is important to delete videos that are no longer necessary. Discuss with your site and faculty supervisors when to delete videos after viewing them.

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

RELEASE OF INFORMATION

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

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

1. _____
2. _____
3. _____

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

Client Name (please print): _____

Appendix D:

Practicum and Internship Forms

Practicum/Internship Field Approval and Setting Information - Revised 1

and

Practicum/Internship Student Evaluation of Field Setting

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

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

Practicum/Internship School District No.25 Request Form

We are requesting that _____ be allowed to complete a field-based experience at _____ for the Academic Year 2023-2024 under the supervision of _____. The field-based experience will begin on _____ and conclude on _____.

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

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

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

Practicum/Internship Student: _____ **Date:** _____

School District 25 Representative: _____ **Date:** _____

Principal: _____ **Date:** _____

Distribution

Original: Department of Counseling at ISU (for School Board approval if required)

Copy: School District 25 Supervisor/Principal Student

Affiliation Agreement

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

Background

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

AGREEMENT**Mutual Responsibilities and Coordination****Exchange and Review**

Each Party retains the right to exchange visits and review materials relevant to the Student’s Experience.

Nondiscrimination

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

Organization

The Parties must ensure the ACCE (defined below) cooperates with the Facility’s clinical coordinator or other designee in arranging each Student’s Experience schedule, content, objectives, and goals.

Program Responsibilities**Definitions**

- **HIPAA** - CFR parts 160 and 164 and HITECH (Title XIII of the American Recovery and Reinvestment Act of 2009)
- **ACCE** - Program’s academic coordinator of clinical education

Duties

The Program shall:

1. Provide a statement to the Facility describing the philosophy, goals, objectives, and schedule of:
 - The Program's curriculum generally
 - The desired Student Experience
2. Ensure that the Student is appropriately assigned to the desired Experience, including:
 - Evaluating the Student's competence and knowledge before and after the Experience
 - Requiring the Student to carry appropriate general and professional liability insurance
3. Ensure the Student is knowledgeable and prepared with:
 - Transportation needed to fulfill responsibilities at the Facility
 - Room and board while performing the Experience at the Facility
 - Scheduled arrival at and departure from the Facility
4. Ensure that the Student is aware of:
 - Each relevant Facility rule, regulation, policy, procedure, and schedule
 - Program requirements and regulations for clinical education, including professional practice standards
5. Facilitate communication between Parties, including:
 - Appointing a member of Program faculty to serve as ACCE
 - Notifying Facility in writing of the identity of ACCE and any Program-designated director
 - Notifying Facility annually of the current academic year's clinical education schedule
 - Notifying Facility of each specific Student assignment no later than ten (10) working days before the Student's arrival
 - Providing the Facility with specific Student outcome objectives for each assigned Experience
 - Directing each Student to comply with Facility's policies and procedures governing any use or disclosure of individually identifiable health information under federal law (including HIPAA)
6. Ensure that each Student signs and delivers to Facility (before the Experience begins) a copy of the attached Confidentiality Understanding, if requested by the Facility.

Facility Responsibilities

The Facility shall:

1. Accept a mutually agreed-upon number of Students selected by the Program for an Experience period
2. Provide any annually updated information necessary to complete the Program's Clinical Education Center Information Form
3. Notify the Program no later than fifteen (15) working days before a clinical assignment of any change in the Facility's ability to accept the Student
4. Provide the Student with a clinical schedule averaging forty (40) hours weekly
5. Complete and return each Student evaluation according to the Program's guidelines and schedule
6. Ensure that the Student is not subjected to any sexual harassment

7. Inform and train the Student regarding the Facility's HIPAA-related policies and practices
8. Facilitate communication between the Parties by appointing a member from the Facility to serve as clinical coordinator and notifying the Program of their identity
9. Assume and maintain responsibility for patient care

Student Experience Characteristics

- **No Employment Relationship:** The Student is not considered an officer, employee, agent, representative, or volunteer of either Party for any purpose, including but not limited to liability. Instead, the Student is engaged in an educational Experience as part of the Program's curriculum.
- **Liability:** The Student is not considered to be a Facility employee. However, for HIPAA purposes, the Student is considered a member of the Facility's workforce when engaged in any Agreement activity.
- **Short Notice Assignment:** In emergency circumstances, the Program may assign a Student to an Experience with fewer than ten (10) days' notice. The Facility reserves the right to accept or reject that assignment.
- **Short Notice Cancellation:** The Program retains the right to cancel a Student's Experience assignment for academic reasons or other good causes with fewer than ten (10) days' notice, with no duty to designate another Student as a replacement.
- **Assignment Refusal:** The Facility retains the right, with good cause, to refuse any clinical assignment with fewer than fifteen (15) working days' notice.
- **Withdrawal:** Each Party may withdraw the Student from the Facility at any time for reasons including, but not limited to:
 - Student's unprofessional or unethical behavior
 - Facility's staff's unprofessional or unethical behavior directly affecting the Student's Experience
 - Student's failure to meet Program's prerequisite academic requirements
 - Any good cause, including but not limited to a medical emergency

Effective Duration

Term: The Agreement's term begins on the Effective Date and continues with automatic one-year renewals on each successive anniversary of the Effective Date.

Termination: Each Party may terminate the Agreement at any time by providing at least sixty (60) days' advance written notice to the other Party. In the event of termination, Students currently assigned to clinical experiences at the Facility will be given the opportunity to complete their Experience.

Liability

Program Commitment:

- **Insurance:** The Program shall provide adequate liability insurance coverage for its officers, employees, and agents, ensuring an occurrence-based form. The Program must deliver a certificate of financial responsibility to the Facility upon request.

- **Workers Compensation:** The Program shall obtain and maintain appropriate Workers' Compensation coverage for its employed personnel and Students.
- **Program Indemnity:**
 - **Scope:** To the extent of any applicable insurance coverage and/or limitations of the Idaho Tort Claims Act (I.C. § 6-901 et seq.) and subject to any applicable terms, the Program will defend, indemnify, and hold harmless the Facility, its officers, governing board, employees, agents, and representatives from any 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 or its officers, employees, and agents.
 - **Exclusion:** The Facility shall not be liable under the above indemnity provisions if such act or omission is caused by the Facility or its officers, employees, or agents.

Student Insurance:

1. **Student Requirement:** The Student is required to have general and professional liability insurance with limits of liability of \$1,000,000 per occurrence and \$3,000,000 aggregate.
2. **Program Duty:** The Program ensures that the insurance coverage described in Section VI.C.1 has been obtained before the Program assigns the Student to the Facility. The Program, at the Facility's request, will deliver a certificate of insurance to the Facility.

Governmental Immunities

The Parties agree that the Program shall retain all of its governmental immunities and protections under applicable law, including but not limited to the Idaho Tort Claims Act (I.C. § 6-901 et seq.), which shall apply to the terms of this Agreement and any claims brought against the Program. If the Facility is a governmental entity, it shall also retain all of its governmental immunities and protections under applicable law.

Confidentiality

The Facility agrees to treat Student records as confidential and shall not disclose any Student records to a third party without the prior express written consent of the Student, unless such disclosure is otherwise required or permitted by applicable law.

Amendment

Any change to this Agreement requires a written amendment executed by both Parties.

Notices

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

Program Notification Address:

Idaho State University

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

Facility Notification Address:
Riverside Counseling & Consulting
832 E. Riverpark Ln.
Boise, ID 83706-4099

Binding Authority

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

Signed:

Program:
IDAHO STATE UNIVERSITY

By: _____

SVP & VP for Health Sciences

Title: _____

Date: _____

Facility:

By: _____

Printed Name: _____

Title: _____

Date: _____

Appendix E:

Supervised Counseling Experiences Verification Form

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

Supervised Counseling Experiences Verification Form

Student Name: _____

Semester: _____ **Credits:** _____

Course: _____

Practicum/Internship Location: _____

Duties in Setting:

Dates: _____ to _____

Total Hours of Face-to-Face Counseling Contact

Type	Total Hours
Individual	_____
Couple/Family	_____
Group	_____

Total Hours of Individual Direct Supervision Contact:

Type	Total Hours
1:1/Triadic with University Supervisor	_____
1:1/Triadic with Field Supervisor	_____

Additional Hours

- **Total Hours of Lab Supervision:** _____
- **Total Indirect Hours in Setting:** _____
- **All Other Hours in Setting:** _____
- **Hours Toward Practicum/Internship:** _____

Summary

Direct Contact + Supervision + Other Indirect in Setting: _____

Signature of University Supervisor: _____

Printed Name: _____ **Title:** _____

Date: _____

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

Distribution:

Original: Student

Copy: Tevera

Appendix F:

Code Of Ethics

For the complete Code of Ethics, visit:
[American Counseling Association Code of Ethics](#)

Appendix G:

Policies And Procedures For Animal Partners

Idaho State University Department of Counseling Policies and Procedures for Animal Partners

Guiding Philosophy

Human-animal interaction encompasses various relationships and behaviors between people and animals, occurring within individual, community, or societal contexts. The human-animal bond (HAB) represents a mutually beneficial and dynamic relationship influenced by behaviors critical to the health and well-being of both humans and animals. This includes emotional, psychological, and physical interactions among individuals, animals, and the environment (AVMA, 2017). The ISU Department of Counseling recognizes the potential benefits of certain human-animal interactions for the well-being and learning of everyone involved.

The HAB is conceptualized and applied through the lens of the One Welfare Model (Pinellos et al., 2016), which promotes the interconnection between animal welfare and human welfare, as well as environmentally friendly animal-keeping systems. Accordingly, human health/welfare and animal health/welfare are interwoven and interdependent, with the quality of human-animal relationships predictive of human-human relationships. Improvements in the wellness of these relationships can lead to enhanced wellness in interactions with other people.

To cultivate a culture of respect towards human-animal interactions in our department, we espouse the following principles:

- Recognize animals as sentient beings with complex inner lives.
- Avoid objectification of animals as “things” or “tools,” and avoid using the terms “use” and “it” when referencing animal partners.
- Avoid anthropomorphism and practice accurate perspective-taking.
- Ensure that animal partners are entitled to bodily autonomy, choice, and active consent at all times.
- Practice humane handling and holistic husbandry with animal partners.

Subsequent sections of this document outline specific guidelines to ensure the safety, well-being, and enjoyment of all humans and animals involved, requiring compliance with these guidelines for all Department-affiliated human-animal interactions both on and off campus.

Animal Partner Approval Process

All animal partners interacting with students or clients in connection with the department require documented approval from Dr. Stewart for each visit. This requirement includes bringing animals for on-campus visits and for students or clients visiting animals off-campus (e.g., equine sites). Only specifically approved therapy animals and animals in training are 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. Task-trained service animals that assist individuals with disabilities are allowed in accordance with the ADA.

Animals Permitted in the Department

Therapy Animals

Therapy animals are specifically trained and evaluated animals that partner with trained human handlers to provide services to people other than the handler. This can include 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 be registered with the Association of Animal-Assisted Intervention Professionals, Pet Partners, or Intermountain Therapy Animals, or evaluated for visits by Dr. Stewart. Proof of registration or written approval from Dr. Stewart must be submitted prior to visits.

Animals in Training

The Department recognizes the importance of socialization for animals of all ages, especially during critical socialization periods. Animals in training, which are often too young for evaluation and registration as therapy animals, may be permitted in the department on a case-by-case basis with Dr. Stewart's permission. Informed consent will be required from all who come into contact with these animals, as there are additional risks. Animals in training will be on campus solely for socialization, and handlers will ensure they are not left unattended.

Handler Preparation and Competence

Handlers facilitating human-animal interactions must have specialized education and preparation. Handlers working with the department and their animal partners or animals in training must have completed the Idaho State University Certificate in Animal Assisted Interventions or an equivalent program on a case-by-case basis. Handlers must hold a current Certified Animal Assisted Intervention Specialist (C-AAIS) credential and adhere to professional standards and competencies, including AAAIP Standards of Practice, AAAIP Competencies, AAI Standards and Competencies, and the American Counseling Association's Animal-Assisted Therapy in Counseling Competencies. Dr. Stewart reserves the right to revoke a handler's approval if they demonstrate actions inconsistent with these standards, regardless of their qualifications or experience.

Animal Preparation and Training

A healthy relationship between handler and animal partner is essential for Animal Assisted Interventions. Approved training methods and equipment must remain consistent whether the team is working or not. The Department endorses fear-free, force-free, and positive reinforcement-based humane training techniques. Aversive equipment and punishment are prohibited, including prong collars, shock collars, whips, and choke chains. This applies to all human-animal interactions associated with the department.

Animal Workload

Handlers, in collaboration with Dr. Stewart, are responsible for determining the length and frequency of visits by animal partners and animals in training. Visits should be neutral or positive for the animals, and handlers must end visits early if an animal shows signs of distress or fatigue. If Dr. Stewart believes a visit should end, they will inform the handler, who must immediately take the animal off-campus.

Professional Insurance

Handlers must provide proof of professional liability insurance covering the types of animal-assisted interventions provided. Proof must be submitted to Dr. Stewart before therapy animals visit the campus. Animals in training are not covered by liability insurance and require separate informed consent.

Risk Assessment

Zoonosis and Infection Prevention

Zoonosis refers to diseases spread between animals and people, and reverse zoonosis includes diseases transmitted from animals to humans. Handlers must be aware of best practices to mitigate risks and are responsible for creating cleaning procedures specific to their therapy animals or animals in training to prevent zoonosis and maintain cleanliness in the Department.

Allergenic Considerations

Handlers must minimize animal allergens in areas visited by therapy animals, including regular vacuuming with HEPA vacuums and ensuring at least one office/room remains animal-free for those with severe allergies.

Cultural Considerations

Handlers must respect diverse cultural perspectives on human-animal interactions and remain sensitive to individuals who have experienced animal-related trauma or have animal phobias.

Adverse Events in Animal Assisted Interactions (AAIS)

Adverse events causing physical, psychological, or emotional harm must be documented on the form in Appendix G.i. Handlers are required to review the situation with Dr. Stewart following any adverse event.

Informed Consent

Informed consent documents must be provided to every student or client likely to come into contact with the animal. Students/clients can request the therapy animal or animal in training not be present. All informed consent documents must be pre-approved by Dr. Stewart.

Local Laws and Ordinances

Handlers must comply with local laws regarding leash laws, vaccination, registration requirements, and waste disposal. Non-compliance will result in prohibiting the therapy animal or animal in training from visiting the Department.

Veterinary Care and Grooming

Therapy animals and animals in training must receive routine veterinary care and vaccinations and must not be fed a raw diet unless they are obligate herbivores. They should be hygienic and well-groomed, with at least two thorough veterinary exams per year. Vaccination and veterinary visit records must be provided to Dr. Stewart.

Complaints Procedures

Complaints from faculty, students, and clients should be submitted via email or in writing to Dr. Stewart. Complaints will be acknowledged within two business days, and the department will aim to resolve them within 30 days. Complaints must include a description, steps taken to resolve the issue, and relevant documents.

Department of Counseling

Idaho State University
Pocatello, ID 83209-8120

Animal Partners Policies and Procedures Manual Acknowledgment 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. I recognize that I will be held to the following standards: AAAIP Standards of Practice, AAAIP Competencies, AAIL Standards and Competencies, and the American Counseling Association's Animal-Assisted Therapy in Counseling Competencies. If I have questions concerning these materials, I will seek clarification from Dr. Stewart.

By signing this document, 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 it.

Signature: _____ **Date:** _____

Appendix G.i: Adverse Events Reporting Form

Overview of Adverse Event:

- **Handler's Name:** _____
 - **Animal's Name:** _____
 - **Animal's Species:** _____
 - **Animal's Age:** _____
 - **Time and Date of Event:** _____
 - **Owner's Name (if not Handler):** _____
 - **Owner Phone:** _____
 - **Owner Email:** _____
-

Offending Party Information:

- **Name:** _____
- **Role:** Handler / Animal / Participant / Bystander / Property/Environment / Other:

- **Contact Information:** _____

Affected Party Information:

- **Name:** _____
 - **Phone:** _____
 - **Email:** _____
 - **Role:** Handler / Animal / Participant / Bystander / Property/Environment / Other:

-

Witness Information:

- **Name:** _____
-

Checklist of Documents

- Therapy Animal Organization Registration or Written Approval** (Therapy Animals only)
- Written Visit Approval** (for each animal for every visit)
- Proof of C-AAIS Certification**
- Proof of Completion of Certificate Program**
- Proof of Liability Insurance** (covering AAIS for Therapy Animals only)
- Draft of Informed Consent and Dissemination Plan**
- Veterinary Records**, including vaccinations
- Draft of Cleaning Procedures**
- Signed Acknowledgement Form** (from the Animal Partners Policies and Procedures Manual)

Appendix H:
KPI Assessment Matrix by Class and Assignment

Core Area 1: PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE				
Key Performance Indicator (KPI)	Data Points	Course(s)	Measurement (Assignment)	Minimum Performance Indicator
ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling and specialized practice areas (3.A.10)	Y1-F	COUN 6621: Professional Orientation and Ethics	Ethics Exam	2 = Meets Expectations (equivalent to a B)
	Y1-S	COUN 6697: Practicum in Counseling	Practicum Tape Demonstration	2 = Meets Expectations (equivalent to a B)
	Y1&2-Su, F, and S	COUN 6698: Internship in Counseling	Internship Rating Scale (IRS) Average Final Site Supervisor Evaluation	2 = Meets Expectations (equivalent to a B)
Core Area 2: SOCIAL AND CULTURAL DIVERSITY				
Key Performance Indicator (KPI)	Data Points	Course(s)	Measurement (Assignment)	Minimum Performance Indicator

guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities (3.B.10)	Y1-F	COUN 6624: Cultural Counseling	Counselor Self and Others' Worldview Awareness Project	2 = Meets Expectations (equivalent to a B)
	Y1-S	COUN 6697: Practicum in Counseling	Practicum Tape Demonstration	2 = Meets Expectations (equivalent to a B)
	Y1&2-Su, F, and S	COUN 6698 Internship in Counseling	ICRF Average Final Site Supervisor Evaluation	2 = Meets Expectations (equivalent to a B)
Core Area 3: LIFESPAN DEVELOPMENT				
Key Performance Indicator (KPI)	Data Points	Course(s)	Measurement (Assignment)	Minimum Performance Indicator
systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness (3.C.11)	Y2-F	COUN 6614: Human Growth and Development	Developmental Case Conceptualization and Service Planning Paper	2 = Meets Expectations (equivalent to a B)
	Y1&2-Su, F, and S	COUN 6698 Internship in Counseling	ICRF Average Final Site Supervisor Evaluation	2 = Meets Expectations (equivalent to a B)
Core Area 4: CAREER DEVELOPMENT				
Key Performance Indicator (KPI)	Data Points	Course(s)	Measurement (Assignment)	Minimum Performance Indicator

approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors (3.D.2)	Y1-S	COUN 6623: Lifestyle and Career Development	Final Group Project/Presentation	2 = Meets Expectations (equivalent to a B)
	Y1&2-Su, F, and S	COUN 6698 Internship in Counseling	ICRF Average Final Site Supervisor Evaluation	2 = Meets Expectations (equivalent to a B)
Core Area 5: COUNSELING PRACTICE AND RELATIONSHIPS				
Key Performance Indicator (KPI)	Data Points	Course(s)	Measurement (Assignment)	Minimum Performance Indicator
theories and models of counseling, including relevance to clients from diverse cultural backgrounds (3.E.1)	Y1-F	COUN 6627: Conceptualizing Counseling Theory	Theory Discovery & Exploration Paper	2 = Meets Expectations (equivalent to a B)
	Y1&2-Su, F, and S	COUN 6698 Internship in Counseling	ICRF Average Final Site Supervisor Evaluation	2 = Meets Expectations (equivalent to a B)
interviewing, attending, and listening skills in the counseling process (3.E.9)	Y1-F	COUN 6696: Prepracticum Counseling Techniques	Final Tape Evaluation	2 = Meets Expectations (equivalent to a B)
	Y1-S	COUN 6697: Practicum in Counseling	Practicum Tape Demonstration	2 = Meets Expectations (equivalent to a B)
	Y1&2-Su, F, and S	COUN 6698 Internship in Counseling	ICRF Average Final Site Supervisor Evaluation	2 = Meets Expectations (equivalent to a B)

Core Area 6: GROUP COUNSELING AND GROUP WORK				
Key Performance Indicator (KPI)	Data Points	Course(s)	Measurement (Assignment)	Minimum Performance Indicator
culturally sustaining and developmentally responsive strategies for designing and facilitating groups (3.F.8)	Y2-F	COUN 6677: Group Counseling Techniques	Group Counseling Proposal	2 = Meets Expectations (equivalent to a B)
	Y1&2-Su, F, and S	COUN 6698 Internship in Counseling	ICRF Average Final Site Supervisor Evaluation	2 = Meets Expectations (equivalent to a B)
Core Area 7: ASSESSMENT AND DIAGNOSTIC PROCESSES				
Key Performance Indicator (KPI)	Data Points	Course(s)	Measurement (Assignment)	Minimum Performance Indicator
procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide (3.G.13)	Y1-S	COUN 6625 Crisis Intervention and Trauma	Crisis Intervention Plan (CIP) Project	2 = Meets Expectations (equivalent to a B)
	Y2-F	COUN 6612 Assessment & Diagnosis in Counseling	Midterm Examination	2 = Meets Expectations (equivalent to a B)
	Y1&2-Su, F, and S	COUN 6698 Internship in Counseling	ICRF Average Final Site Supervisor Evaluation	2 = Meets Expectations (equivalent to a B)
Core Area 8: RESEARCH AND PROGRAM EVALUATION				

Key Performance Indicator (KPI)	Data Points	Course(s)	Measurement (Assignment)	Minimum Performance Indicator
identification and evaluation of the evidence base for counseling theories, interventions, and practices (3.H.2)	Y1-S	COUN 6625: Crisis Intervention and Trauma	Crisis Intervention Plan (CIP) Project	2 = Meets Expectations (equivalent to a B)
	Y2-S		Master's Oral Examination	2 = Meets Expectations (equivalent to a B)

Speciality Area : CLINICAL MENTAL HEALTH COUNSELING

Key Performance Indicator (KPI)	Data Points	Course(s)	Measurement (Assignment)	Minimum Performance Indicator
intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (5. C. 4)	Y1-F	COUN 6690: Foundations of Clinical Mental Health Counseling	Biopsychosocial Assessment	2 = Meets Expectations (equivalent to a B)
	Y2-S		Master's Oral Examination	2 = Meets Expectations (equivalent to a B)
strategies to advocate for persons with mental, behavioral, or neurodevelopmental conditions (5.C.8)	Y1-S	COUN 6691: Professional Issues in Clinical Mental Health Counseling	Advocacy Project	2 = Meets Expectations (equivalent to a B)
	Y1-S	COUN 6690: Foundations of Clinical Mental Health Counseling	Biopsychosocial Assessment	2 = Meets Expectations (equivalent to a B)

Speciality Area : COLLEGE COUNSELING AND STUDENT AFFAIRS

Key Performance Indicator (KPI)	Data Points	Course(s)	Measurement (Assignment)	Minimum Performance Indicator
---------------------------------	-------------	-----------	--------------------------	-------------------------------

principles of student development and the effect on life, education, and career choices (5.E.1)	Y1-F	COUN 6680: Foundations of Student Affairs	Student Development Theory Case Study Paper & Presentation	2 = Meets Expectations (equivalent to a B)
	Y1-S	COUN 6683: Administration of Student Affairs Practice	Student Affairs Assessment Project/Presentations	2 = Meets Expectations (equivalent to a B)
roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions (5.E.10)	Y1-S	COUN 6683: Administration of Student Affairs Practice	Student Affairs Assessment Project/Presentations	2 = Meets Expectations (equivalent to a B)
	Y2-S		Master's Oral Examination	2 = Meets Expectations (equivalent to a B)

Speciality Area :SCHOOL COUNSELING				
Key Performance Indicator (KPI)	Data Points	Course(s)	Measurement (Assignment)	Minimum Performance Indicator
school counselor roles as leaders, advocates, and systems change agents in PK-12 schools (5.H.6)	Y1-F	6638: Foundations of School Counseling	School Counseling Practice Model Project Assessment	2 = Meets Expectations (equivalent to a B)
	Y1-S	COUN 6639: Application of School Counseling	School Counseling Critical Incident Project	2 = Meets Expectations (equivalent to a B)
strategies for implementing and coordinating school-based interventions (5.H.13)	Y1-F	6638: Foundations of School Counseling	School Counseling Practice Model Project Assessment	2 = Meets Expectations (equivalent to a B)
	Y1-S	COUN 6639: Application of School Counseling	School Counseling Critical Incident Project	2 = Meets Expectations (equivalent to a B)
	Y2-S		Master's Oral Examination	2 = Meets Expectations (equivalent to a B)

Speciality Area :MARRIAGE, COUPLE, AND FAMILY COUNSELING				
Key Performance Indicator (KPI)	Data Points	Course(s)	Measurement (Assignment)	Minimum Performance Indicator
techniques and interventions of marriage, couple, and family counseling (5.F.10)	Y1-SU	COUN 6665 Advanced Family Systems Theory	Theory Paper	2 = Meets Expectations (equivalent to a B)
	Y2-S		Masters Oral Examination	2 = Meets Expectations (equivalent to a B)
conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling (5.F.11)	Y1-S	COUN 6665 Advanced Family Systems Theory	Theory Paper	2 = Meets Expectations (equivalent to a B)
	Y2-S		Master's Oral Examination	2 = Meets Expectations (equivalent to a B)

Specialty Area: CLINICAL REHABILITATION COUNSELING				
Key Performance Indicator (KPI)	Data Points	Course(s)	Measurement (Assignment)	Minimum Performance Indicator
rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs (5.D.4)	Y1-F	6615: Foundations of Clinical Rehabilitation Counseling	Disability Research Paper & Poster Presentation	2 = Meets Expectations (equivalent to a B)

	Y1-S	6616: Professional Issues in Clinical Rehabilitation Counseling	Assessment & Evaluation Final Paper	2 = Meets Expectations (equivalent to a B)
intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management for people with disabilities (5.D.9)	Y1-S	6616: Professional Issues in Clinical Rehabilitation Counseling	Assessment Evaluation Paper and Presentation	2 = Meets Expectations (equivalent to a B)
	Y1-S U	6617 Medical Aspects of Disability	Case Management Paper	2 = Meets Expectations (equivalent to a B)
	Y2-S		Masters Oral Examination	2 = Meets Expectations (equivalent to a B)

ISU Department of Counseling Core Dispositions

	Data Points	Course(s)	Measurement (Assignment)	Minimum Performance Indicator
Cultural Humility: The student can recognize how their cultural identities and experiences affect their perspectives and has awareness of the cultural identities and experiences of others	Y1-S	COUN 6697: Practicum in Counseling	Spring Semester Core Disposition Evaluation Completed by Faculty Major Advisor (Tevera ISU-1037)	2 = Meets Expectations (equivalent to a B)
	Y2- Su, F, S	COUN 6698: Internship in Counseling	Internship Rating Form (Tevera ISU-1033) Completed by Site Supervisors	2 = Meets Expectations (equivalent to a B)
Mindfulness: The student demonstrates awareness of the present moment, observing their	Y1-S	COUN 6697: Practicum in Counseling	Spring Semester Core Disposition Evaluation Completed by	2 = Meets Expectations (equivalent to a B)

thoughts and feelings without judgment			Faculty Major Advisor (Tevera ISU-1037)	
	Y2- Su, F, S	COUN 6698: Internship in Counseling	Internship Rating Form (Tevera ISU-1033) Completed by Site Supervisors	2 = Meets Expectations (equivalent to a B)
Engagement: The student demonstrates an emotional involvement and commitment to their own personal and professional development	Y1-S	COUN 6697: Practicum in Counseling	Spring Semester Core Disposition Evaluation Completed by Faculty Major Advisor (Tevera ISU-1037)	2 = Meets Expectations (equivalent to a B)
	Y2- Su, F, S	COUN 6698: Internship in Counseling	Internship Rating Form (Tevera ISU-1033) Completed by Site Supervisors	2 = Meets Expectations (equivalent to a B)
Reflexivity: The student is aware and open to exploring their own belief systems, values, and needs, and their impact on relationships with self and others (peers, supervisors, faculty, clients)	Y1-S	COUN 6697: Practicum in Counseling	Spring Semester Core Disposition Evaluation Completed by Faculty Major Advisor (Tevera ISU-1037)	2 = Meets Expectations (equivalent to a B)
	Y2- Su, F, S	COUN 6698: Internship in Counseling	Internship Rating Form (Tevera ISU-1033) Completed by Site Supervisors	2 = Meets Expectations (equivalent to a B)
Curiosity: The student demonstrates an eagerness for understanding leading to future inquiry	Y1-S	COUN 6697: Practicum in Counseling	Spring Semester Core Disposition Evaluation Completed by Faculty Major Advisor (Tevera ISU-1037)	2 = Meets Expectations (equivalent to a B)
	Y2- Su, F, S	COUN 6698: Internship in Counseling	Internship Rating Form (Tevera ISU-1033)	2 = Meets Expectations (equivalent to a B)

			Completed by Site Supervisors	
Integrity: The student engages in consistent commitment to upholding the ethics and values of the counseling profession	Y1-S	COUN 6697: Practicum in Counseling	Spring Semester Core Disposition Evaluation Completed by Faculty Major Advisor (Tevera ISU-1037)	2 = Meets Expectations (equivalent to a B)
	Y2-Su, F, S	COUN 6698: Internship in Counseling	Internship Rating Form (Tevera ISU-1033) Completed by Site Supervisors	2 = Meets Expectations (equivalent to a B)
Empathy: The ability to express feelings, of self and others, appropriately and effectively	Y1-S	COUN 6697: Practicum in Counseling	Spring Semester Core Disposition Evaluation Completed by Faculty Major Advisor (Tevera ISU-1037)	2 = Meets Expectations (equivalent to a B)
	Y2-Su, F, S	COUN 6698: Internship in Counseling	Internship Rating Form (Tevera ISU-1033) Completed by Site Supervisors	2 = Meets Expectations (equivalent to a B)