



**Idaho State
University**

**Kasiska Division
of Health Sciences**

Fieldwork Handbook

**Idaho State University
Department of Counseling
Master's of Counseling (MCOUN)**

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Introduction to the Fieldwork Experience

The Master of Counseling degree at Idaho State University is more than a simple collection of courses and experiences. It is an organized, orderly, purposefully planned program designed to produce competent marriage, couple, and family; clinical mental health; clinical rehabilitation; school; and college counseling and student affairs counselors. As students across all counseling specialties graduate prepared to secure the Licensed Professional Counselor (LPC) credential in Idaho, foundational clinical skills across all specialties are the bedrock of training across practicum and internship.

A central experience in the program is the clinical sequence which includes prepracticum, practicum, and internship. The objective of this sequence is to help students develop the knowledge, skills, and techniques of an effective and ethical professional counselor with specialized knowledge and skills relevant to their specialty program. Furthermore, in alignment with the Council for Accreditation of Counseling and Related Programs 2024 Standards, the fieldwork experience also provides opportunities for students to work with clients of diverse backgrounds. In sum, students will have opportunities throughout the fieldwork experiences to further develop and strengthen their counseling skills and conceptualization skills through practice, supervision, and consultation.

This handbook provides an overview of the fieldwork experience, including consideration of fieldwork requirements, processes, and expectations. This handbook should be reviewed and understood by students and supervisors alike, and is subject to change.

Fieldwork as a Developmental Process

The sequencing of the clinical block of course work (i.e., prepracticum, practicum, and internship) is a series of developmental experiences.

Students begin the developmental sequence at a very foundational level and conclude the process as a skilled counselor in training, ready for licensure as a Licensed Professional Counselor in the State of Idaho and prepared for counseling practice in their chosen specialty program. Students are viewed from a developmental lens throughout their program. As this is a *developmental process*, the responsibilities and expectations of each experience is necessitated by the subsequent experience. For example, the appropriate use of relationship building skills required during prepracticum, is also required during practicum and internship, appropriate to that experience.

Counseling skill development is divided into three levels within the clinical block of courses. **Students must complete their fieldwork experience within at least two separate sites to graduate.**

Level One–COUN 6696, Prepracticum Counseling Techniques

COUN 6696, Prepracticum Counseling Techniques is the first experience in the clinical block of coursework.

During Pre-Practicum, students learn and begin to practice various foundational counseling skills with their peers. Role play and self-exploration are part of this experience. Students are given the opportunity to experience the roles of both the counselor and the client.

Student's Responsibilities:

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

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

3. In preparation for a student's practicum experience (COUN 6697), students will learn and should be able to demonstrate their knowledge of:
 - Providing informed consent and stating limits of confidentiality
 - Beginning a counseling session with a client
 - Managing time within the session
 - The phases of counseling, including termination
 - Conducting an intake interview
 - Conducting suicide and homicide risk assessment
 - Consulting with a supervisor
 - Advocating on behalf of their clients
 - The roles and responsibilities of a practicum-level counselor in training

4. Consistently demonstrate the Department of Counseling's Core Dispositions, or foundational tendencies, essential to the role of the counselor:
 - Cultural Humility
 - Mindfulness
 - Engagement
 - Reflexivity
 - Curiosity
 - Integrity
 - Empathy

5. In cooperation with their faculty advisor and the Internship Coordinator, students are responsible for securing a practicum placement for COUN 6697, Practicum in Counseling. Students must review and follow the steps and protocols outlined for this process, described on pp. 49 - 52 of this handbook.

COUN 6696 Instructor's Responsibilities:

1. Prepare students with the skills required for practicum (COUN 6697; see section 3 of COUN 6696, Prepracticum Counseling Techniques Student Responsibilities)
2. Evaluate the consistent and appropriate use of counseling and relationship-building skills.

Level Two—COUN 6697, Practicum in Counseling

COUN 6697, Practicum in Counseling is the second experience in the clinical block of coursework, and the first experience in a field setting **with individual clients aged 12 and over**.

If you are in the school counseling program and simultaneously enrolled in COUN 6629, then you may work with individuals under the age of 12.

Student's Responsibilities:

1. As previously stated, students are responsible for obtaining a fieldwork placement for practicum, following the policies, directions, and deadlines provided by their campus' Internship Coordinator. These processes are described on pp. 43 - 46 in this handbook. Students are responsible for completing all paperwork **on time and in full**. This includes paperwork that must be signed and completed by themselves, their supervisor(s), and their faculty advisor.
2. Complete all necessary paperwork, on-time, throughout the semester.
3. Consistently and appropriately demonstrate counseling and relationship-building skills with clients throughout the semester. Improvement in such skills should be evident throughout the semester.
4. Develop knowledge and skills to appropriately respond to setting-specific issues (e.g., chemical dependency, eating disorders, etc.).
5. Engage in continuing education activities and opportunities, including but not limited to reading, library research, workshops, and consultation with professionals.
6. Develop and demonstrate an increasing ability to complexly conceptualize clients from multiple perspectives. Such conceptualization skills should be demonstrated through individual/triadic and group supervision, staffing opportunities, and written modalities.
7. Develop strategies to remedy personal limitations, personalization issues, and skill development.
8. Engage in appropriate and preventative self-care throughout the semester.

9. Conceptualize and demonstrate ethical and legal responsibilities inherent in the fieldwork setting(s), including adherence to the American Counseling Association Code of Ethics.
10. Attend and actively participate in individual/triadic and group supervision sessions on a weekly basis. It is the student's responsibility to actively and professionally communicate with their supervisor about their concerns and developmental needs, including but not limited to issues regarding attendance, legal/ethical issues, and client safety.
11. Document completed direct and indirect hours in Tevera **on a weekly basis.**
12. Record counseling sessions (through Panopto), following ethical, legal, and site guidelines. Students must consistently provide recordings to their site supervisor(s) for review. The student must ensure that the audio and visual quality of recordings is high enough to meet the requirements for supervision.
13. Demonstrate professionalism both on and off campus.

On campus, professionalism involves adhering to academic and institutional standards, demonstrating respect for professors, peers, and staff, attire, and actively engaging in learning opportunities. It includes attending classes, participating in discussions, submitting assignments on time, and maintaining a positive and collaborative attitude within the academic community.

Off-campus, professionalism extends to the broader community and personal life. Counseling students should uphold ethical standards, confidentiality, and a commitment to diversity and inclusivity. This includes behaving ethically in their professional lives, respecting the privacy of others, and avoiding behaviors that could compromise their professional integrity.

14. Consistently demonstrate the Department of Counseling's Core Dispositions, or foundational tendencies, essential to the role of the counselor:
 - Cultural Humility
 - Mindfulness
 - Engagement
 - Reflexivity
 - Curiosity
 - Integrity
 - Empathy

Faculty Responsibilities:

1. Provide students with feedback regarding their potential/desired practicum fieldwork site; this includes ensuring the site(s) has been approved by the Internship Coordinator.
2. Approve/disapprove students' requested site(s).
3. Ensure ethical treatment of the client during individual/triadic and/or group supervision.
4. Provide supervision to assist the student in meeting the responsibilities of COUN 6697.
5. Provide weekly, one-hour individual, and/or triadic supervision utilizing recording of counseling sessions.
6. Provide weekly group supervision utilizing recordings of counseling sessions (1.5 hours per week).
7. Maintain communication with the field supervisor.
8. Support students' incorporation of basic and advanced counseling skills into counseling practice
9. Provide students with feedback regarding their development as a counselor in training, including but not limited to the use of counseling skills and interventions, relationship-building skills, conceptualization skills, ethical/legal understandings and responses, and professionalism.

Doctoral Student Lab Instructor Responsibilities:

1. Evaluate students' "Practicum Tape Demonstration" assignment, providing constructive and developmentally appropriate feedback. See Appendix A.

Field Supervisor Responsibilities:

1. Ensure students' caseloads include developmentally appropriate client cases.
2. Ensure ethical treatment of the client.
3. Teach the necessary duties associated with counseling in the field placement.
4. Provide appropriate supervision to assist students in acquiring and developing counseling/consulting skills appropriate to the field placement. Supervision may be accomplished by viewing live counseling sessions from behind a two-way mirror, viewing live counseling sessions from within the counseling room, or by reviewing a videotape of the counseling session with the student.
5. Act as a consultant to the student to facilitate appropriate skill and behavior development.

6. Maintain communication with the faculty supervisor and/or Internship Coordinator.
7. Complete student evaluation(s), sign hours logs, and complete other required paperwork via Tevera as needed and in a timely manner. See Appendix E for the Supervisor Checklist.

Level Three–COUN 6698, Internship

COUN 6698, Internship is the final experience within the clinical sequence. During internship, students further develop their counseling skills, conceptualization skills, and knowledge to become an independently functioning counselor.

Students who want to provide services to individuals under 12 years of age must first complete a child and adolescent counseling class (COUN 6659). To provide services to couples and/or families, students must first complete a family and couple counseling course (COUN 6660).

Student's Responsibilities:

- As previously stated, students are responsible for obtaining a fieldwork placement for internship, following the policies, directions, and deadlines provided by their campus' Internship Coordinator. The internship site must be approved by the student's Faculty Advisor. These processes are described in pp. 43 - 46 of this handbook. Students are responsible for completing all paperwork via Tevera on time and in full. This includes paperwork that must be signed and completed by themselves, their supervisor(s), and their faculty advisor.
- Complete all necessary paperwork, on-time, throughout the semester.
- Consistently and appropriately demonstrate counseling and relationship-building skills with clients throughout the semester. Improvement in such skills should be evident throughout the semester.
- Students will be able to articulate a comprehensive understanding of their theoretical orientation or techniques/procedures/modalities which are grounded in counseling theory or scientific foundation, critically analyze its underlying principles, and apply this framework to a diverse range of clients and client concerns.
- Develop knowledge and skills to appropriately respond to setting-specific issues (e.g., chemical dependency, eating disorders, etc.).
- Engage in continuing education activities and opportunities, including but not limited to reading, library research, workshops, and consultation with professionals.

- Develop and demonstrate an increasing ability to complexly conceptualize clients from multiple perspectives. Such conceptualization skills should be demonstrated through individual and group supervision, staffing opportunities, and in written modalities.
- Develop strategies to remedy personal limitations, personalization issues, and skill development.
- Engage in appropriate and preventative self-care throughout the semester.
- Conceptualize and demonstrate ethical and legal responsibilities inherent in the fieldwork setting(s), including adherence to the American Counseling Association Code of Ethics.
- Attend and actively participate in individual/triadic and group supervision sessions on a weekly basis. It is the student's responsibility to actively and professionally communicate with their supervisor about their concerns and developmental needs, including but not limited to issues regarding attendance, legal/ethical issues, and client safety.
- Document completed direct and indirect hours in Tevera on a weekly basis.
- Record counseling sessions, following ethical, legal, and site guidelines. Students must consistently provide recordings to their site supervisor(s) for review.
- Demonstrate professionalism both on and off campus.

On campus, professionalism involves adhering to academic and institutional standards, demonstrating respect for professors, peers, and staff, attire, and actively engaging in learning opportunities. It includes attending classes, participating in discussions, submitting assignments on time, and maintaining a positive and collaborative attitude within the academic community.

Off-campus, professionalism extends to the broader community and professional life. Counseling students should uphold ethical standards, confidentiality, and a commitment to diversity and inclusivity. This includes behaving ethically in their professional lives, respecting the privacy of others, and avoiding behaviors that could compromise their professional integrity.

- Consistently demonstrate the Department of Counseling's Core Dispositions, or foundational tendencies, essential to the role of the counselor:
 - Cultural Humility
 - Mindfulness
 - Engagement
 - Reflexivity
 - Curiosity

- Integrity
- Empathy

Departmental Supervisor Responsibilities:

1. Provide weekly, one-hour individual, and/or triadic supervision utilizing recording of counseling sessions.
2. Provide supervision to assist students in meeting their responsibilities for COUN 6698.
3. Maintain communication with the field supervisor and/or Internship Coordinator as needed.
4. Provide regular progress reports to students' Master's Committee Chair and the lab supervisor.

Field Supervisor Responsibilities:

8. Ensure students' caseloads include developmentally appropriate client cases.
9. Ensure ethical treatment of the client.
10. Teach the necessary duties associated with counseling in the field placement.
11. Provide appropriate supervision to assist students in acquiring and developing counseling/consulting skills appropriate to the field placement. Supervision may be accomplished by viewing live counseling sessions from behind a two-way mirror, viewing live counseling sessions from within the counseling room, or by reviewing a videotape of the counseling session with the student.
12. Act as a consultant to the student to facilitate appropriate skill and behavior development.
13. Assist supervisees in developing a comprehensive understanding of their theoretical orientation or theory/model which are grounded in counseling theory or scientific foundation.
14. Maintain communication with the faculty supervisor and/or Internship Coordinator.
15. Complete student evaluation(s), sign hours logs, and complete other required paperwork via Tevera as needed and in a timely manner. See Appendix E for the Supervisor Checklist.

Fieldwork Admission Requirements

COUN 6696, Prepracticum Counseling Techniques

1. All students who are admitted as classified degree-seeking students in the Department of Counseling are eligible for admission to COUN 6696, Prepracticum Counseling Techniques.
2. All students must have previously completed or be concurrently enrolled in COUN 6621, Professional Orientation and Ethics, and COUN 6624, Cultural Counseling.

COUN 6697, Practicum in Counseling

1. All classified degree-seeking students who have obtained a GPA of 3.0 (B grade) or better in each of the following courses: COUN 6696, Prepracticum Counseling Techniques; and COUN 6621, Professional Orientation and Ethics; COUN 6624, Cultural Counseling; and an overall GPA of 3.0 or better in all Counseling courses will be admitted to COUN 6697, Practicum in Counseling.
2. In addition, students earning a 2.7 (B- grade) or below in the above coursework results in an automatic pending dismissal, students must petition and gain approval from the graduate faculty in the Department in order to continue in the program.

COUN 6698, Internship in Counseling

1. All classified students who have received a GPA of 3.0, (B grade), or better in COUN 6697, Practicum in Counseling, or an incomplete with satisfactory progress, are eligible to enroll for COUN 6698, Internship in Counseling. If the student has earned an incomplete within COUN 6697 students must complete the remainder of their clinical hours within 6697 before counting clinical hours in COUN 6698.
2. Students earning a 2.7 (B-) or below in COUN 6698 results in an automatic pending dismissal; students must petition and gain approval from the graduate faculty in the Department in order to continue in the program. The Department of Counseling follows the Appeal Process detailed in the Appeals and Dismissals section of the ISU Graduate Catalog: <http://coursecat.isu.edu/graduate/>.

Additional Fieldwork Requirements:

- ***Liability Insurance***
 - In addition to the above-listed requirements, students enrolled in COUN 6697, Practicum in Counseling, and COUN 6698, Internship in Counseling, must maintain and prove active liability (malpractice) insurance. Students are required to purchase liability insurance and may not see clients without providing proof of insurance on a semesterly basis via Tevera.
- ***Background Check and Drug Testing***
 - Many field settings now require background checks and random drug testing. A background check is mandatory for practicum or internship placement in School District #25 (Pocatello) and is most likely required in all school districts.
 - Students are responsible for determining whether their fieldwork site(s) require a background check and/or drug testing. Students are also responsible for completing and paying for any required background checks and/or drug testing. Students should be aware of the time that may be required for completion of a background check and plan accordingly.
 - Required background checks may be completed through the online services of CaslteBranch.com. The package cost is \$45.00 and is paid online at the time of application submission. To complete the background check:
 - Visit CastleBranch.com
 - Click “Place Order”
 - Enter in the Package Code: ID84
 - Click “Submit”
 - Follow the directions of establish a myCB account, and submit your background check
 - **It is the student’s responsibility to monitor the background check after it has been submitted.

Transition into Spring COUN 6697 Practicum and Summer COUN 6698 Internship: How to Prepare

Please [see the link here](#) for course registration dates. Full-time students take six to seven courses in the Spring. Two courses to pay close attention to are COUN 6697 Practicum in Counseling and COUN 6697L Practicum in Counseling Lab.

- COUN 6623 Lifestyle and Career Development: 2 credits
- COUN 6625 Crisis Intervention and Trauma: 3 credits
- COUN 6660 Theories of Family and Couple Counseling: 3 credits
- COUN 6691 Professional Issues in Clinical Mental Health Counseling: 3 credits
- COUN 6697 Practicum in Counseling: 2 credits
- COUN 6697L Practicum in Counseling Lab: 0 credits

- Counseling Elective: 1-2 credits

Please refer to your particular counseling specialty practice area Program Planning Sheet to identify classes for which to register. Pay attention to how many elective credits your specialty practice area requires, if any. You do not have to take any electives in your first spring in the program; it's merely an option.

Understanding 6697 and 6697L

When you register for 6697, you must also register for COUN 6697L. COUN 6697L is a required group supervision component for practicum. For group supervision, or “lab” as we call it at ISU, doctoral students will co-lead your lab in which you and your classmates show recorded segments of client sessions from your practicum site. During lab, you will receive and provide feedback from and to your peers and the lab supervisors. Please see ISU’s course schedule for lab times on your campus.

When you register for COUN 6697, you will register under a Faculty Supervisor. All Faculty Supervisors are listed on the online ISU registration page. Please be sure to register with the Supervisor on your campus (Pocatello or Meridian). All Faculty Supervisors have limited openings between 2-6, so register early. You can register with any faculty members or adjuncts providing Faculty Supervision; you are not required to register under your advisor but can do so if you wish. You will meet with your Faculty Supervisor for the Spring semester each week. Your faculty supervisor may utilize either individual or triadic supervision.

Choosing a Site in Preparation for 6697

Exploring what practicum sites to apply to should start in the Fall Semester of your first year. However, students should refrain from applying until the program provides the approval date to contact sites. This allows all students equitable access to sites in our community.

We recommend that you select at least three sites to apply to. However, you may need to apply to more if these sites are not accepting students or are currently full. Avoid applying to too many sites, as this could limit availability for your classmates.

To complete COUN 6697, students must earn 40 direct hours (client contact/*individual only*) and 60 indirect hours (includes all individual/triadic and group supervision, paperwork completion time, and other site tasks). To earn 40 direct client hours, students are required to have a minimum caseload of 3-4 clients a week, on average. Sites often stagger the number of clients students have, starting with one and increasing over time. If a site is slow in providing clients, respectfully advocate to increase your client load. In cases where a site cannot fulfill its obligations to provide adequate clinical hours (i.e., a minimum of 3 clients per week), you will need to consult with your advisor, Internship Coordinator/their GA, and Faculty Supervisor. This may result in changing sites.

Students often spend different amounts of time at their sites during 6697 as directed by their sites. However, it is recommended that you be available to provide 8-12 hours, on average, each week at your site. As you prepare to enter the Spring semester, it will be helpful to develop a weekly schedule of classes, supervision times, time at your site, and any other personal obligations to help you organize your busy weeks.

CACREP Standards: Fieldwork

COUN 6697 - Practicum

CACREP 2024 Standards (Common Core Area)	Abbreviations
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	3.A.10
Guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities	3.B.10
Interviewing, attending, and listening skills in the counseling process	3.E.9

COUN 6698 - Internship

CACREP Standard (Common Core Area)	Abbreviations
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	3.A.10
Guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities	3.B.10
Systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	3.C.11
Approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors	3.D.2
Theories and models of counseling, including relevance to clients from diverse cultural backgrounds	3.E.1
Critical thinking and reasoning strategies for clinical judgment in the counseling process	3.E.2
Case conceptualization skills using a variety of models and approaches	3.E.3
Interviewing, attending, and listening skills in the counseling process	3.E.9
Goal consensus and collaborative decision making in the counseling process	3.E.12
Developmentally relevant and culturally sustaining counseling treatment or	3.E.13

intervention	
Development of measurable outcomes for clients	3.E.14
Principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources	3.E.17
Culturally sustaining and developmentally responsive strategies for designing and facilitating groups	3.F.8
Procedures for assessing and responding to risk of aggression or danger to others, self inflicted harm, and suicide	3.G.13

The Fieldwork Experience as an Evaluative Process

Evaluation is a core component of the supervision process (Borders et al., 2014). Evaluation includes both students' self-evaluation and supervisors' ongoing evaluation of progress, including strengths and areas for growth. Supervisors regularly assess students' limitations and blind spots, and provide feedback throughout the supervisory relationship, both informally and formally at expected increments (Borders et al., 2014).

During practicum and internship, students will be evaluated on the below skills and dispositions:

1. **Clinical Skills:**

- Demonstrates effective communication skills with clients.
- Displays empathy and active listening during counseling sessions.
- Applies appropriate counseling techniques and interventions.
- Develop a comprehensive understanding of a theoretical framework of counseling and its application with a diverse range of clients and client concerns.
- Shows proficiency in conducting assessments and creating treatment plans.
- Effectively manages crisis situations and implements appropriate interventions.

2. **Ethical and Professional Conduct:**

- Adheres to ethical guidelines and professional standards in counseling.
- Maintains confidentiality and privacy of client information.
- Demonstrates cultural competence and sensitivity.
- Exhibits a commitment to ongoing professional development.
- Handles personal biases and values in a non-judgmental manner.

3. **Client Relationship and Rapport:**

- Establishes and maintains a positive therapeutic alliance with clients.
- Solicits and incorporates client feedback into counseling practices.
- Recognizes and manages issues related to transference and countertransference.
- Demonstrates the ability to build trust and rapport with diverse client populations.

4. **Supervision and Consultation:**

- Actively participates in supervision sessions and utilizes feedback constructively.
- Seeks consultation when needed and integrates feedback into practice.
- Demonstrates a willingness to learn and grow through supervision and feedback.
- Identifies and discusses ethical dilemmas and professional challenges in supervision.

5. **Self-Awareness and Personal Growth:**

- Reflects on personal biases and values that may impact counseling practice.
- Engages in self-care activities and demonstrates an understanding of burnout prevention.
- Seeks opportunities for personal and professional growth.
- Demonstrates a commitment to ongoing self-reflection and awareness.

6. Documentation and Record-Keeping:

- Maintains accurate and timely clinical documentation.
- Writes clear and concise progress notes and treatment plans.
- Demonstrates an understanding of legal and ethical standards related to record-keeping.

7. Collaboration and Teamwork:

- Collaborates effectively with colleagues, supervisors, and other professionals.
- Participates in team meetings and contributes to a positive team environment.
- Seeks and provides feedback in a constructive manner.

8. Professionalism:

- Demonstrates punctuality and reliability in meeting professional obligations.
- Dresses and presents oneself professionally.
- Upholds the reputation and integrity of the counseling profession.

9. Educational and Training Activities:

- Actively engages in training opportunities and professional development activities.
- Demonstrates a commitment to staying informed about current research and best practices.

10. Overall Performance and Improvement:

- Shows consistent improvement over the course of practicum/internship.
- Takes initiative to address areas of weakness and implement changes.
- Integrates feedback into practice and demonstrates a commitment to ongoing learning.

Internship Coordinator Role Description

The primary responsibilities of the **Internship Coordinator** include:

1. Overseeing coordination of practicum and internship experiences in designated counselor education program(s), and
2. Responding to inquiries regarding practicum and internship.

Supervision Roles and Descriptions

Site/Field Supervisor: Your site supervisor is the individual at your site with whom you meet weekly for individual and/or triadic supervision. If you are a practicum student or intern at Meridian Counseling Clinic or Pocatello Counseling Clinic, this is the doctoral student you meet with weekly. This individual will sign your weekly hours logs.

ISU Faculty Supervisor: During COUN 6697, all students will register under an ISU Department of Counseling faculty member or adjunct for weekly faculty supervision. This person may be your major advisor, but that is not required. You will meet with your ISU Faculty Supervisor weekly for supervision while enrolled in COUN 6697. The ISU Faculty Supervisor is responsible for evaluating your counseling skills using the Practicum Rating Scale at midterm and at the end of the semester. The ISU Faculty Supervisor will also sign your Final Semester Hours Report within Tevera; your site supervisor will also sign this form.

Lab Supervision: Lab supervision is also known as group supervision. You should log your time in lab group as lab supervision on Tevera.

Sample Supervision Agreement

[Supervisor Name], PhD, [Licenses/Credentials]

Professional Disclosure Statement and Supervision Contract

Department of Counseling

College of Health

Idaho State University

[Phone Number]

[Email]

I, Dr. [Last Name], agree to provide your faculty supervision for the purposes of fulfilling the requirements of your practicum for the [Semester] [Year] semester at Idaho State University (ISU).

I am an [Assistant/Associate/Full] Professor of Counseling in the Department of Counseling at ISU. I hold an [master's degree] and a PhD in [PhD title]. I am a [Insert Professional Credentials Here]. My counseling experience thus far has primarily been with [Insert Here].

Student's Programmatic Responsibilities

It is your responsibility to meet the specific course content requirements and complete the supervised field experiences necessary to meet the requirements of your Master's Program at ISU. It is your responsibility to complete and submit all materials required by your program, including video or audio recordings, and to follow all policies and procedures described in the ISU Department of Counseling Master's Program Handbook and ISU Department of Counseling Fieldwork Handbook. I will complete the required forms related to the supervision of your counseling practice as you present them to me. You are responsible for being knowledgeable about and submitting any forms required by your professors and/or program.

The Nature of Faculty Supervision and Our Professional Relationship

The supervision I provide for you will be either individual or triadic. You should document all types of supervision for class requirement purposes as needed. You will meet with me and another supervisee for one hour per week in person (as the university allows) throughout the [Semester] [Year] semester. Please note that our relationship is **professional and evaluative**; this means that I will consult with my colleagues in the Department of Counseling at ISU and your site supervisor(s) as necessary to evaluate and support your development as a counselor in training. While I will make every effort to support the confidentiality of your disclosures within supervision. Supervision is not counseling, and I cannot guarantee confidentiality of all personal information you share with me, including but not limited to information you may share related to your personal safety and the safety of others.

It is your responsibility to be on time for all supervision sessions. If you expect to be late, please send me a timely email to let me know. If you are more than ten minutes late, we will likely need to reschedule the session. You are responsible for rescheduling supervision sessions as necessary; however, please be aware that rescheduling may be difficult and unavailable at times. Our professional relationship will involve the scheduled hours we have agreed to for supervision in the [Semester] [Year] semester.

Supervision as an Evaluative Process

I will provide you with a midterm and a final evaluation of your progress and performance using the Practicum Rating Scale in Tevera. This feedback includes my determination of whether you are progressing satisfactorily toward becoming a professional counselor at the mid-semester and end-of-semester points.

Roles and Responsibilities of the Site Supervisor

Supervisees are responsible for reviewing the roles and responsibilities of the site supervisor as described in the Fieldwork Handbook, and understanding the unique role of the site supervisor. Your Site Supervisor is the individual at your site with whom you meet weekly for individual and/or triadic supervision. Your site supervisor is directly responsible for the clinical work you provide at your site, and it is your responsibility as the student to communicate directly, honestly, and clearly with your site supervisor regarding client cases, client needs, and any ethical/safety concerns. Students and site supervisors alike are responsible for ensuring site supervisors meet the requirements set forth to serve as a site supervisor, as described in the Fieldwork Handbook.

Consultation Between Idaho State University and Your Fieldwork Site(s)

The faculty in the Department of Counseling at ISU, including myself, consult with sites/site supervisors to monitor student progress, learning, and development regularly. This means I and/or other faculty in the Department of Counseling will consult with your site supervisor(s) via phone, email, and/or in-person or virtual meetings at least once per semester. The purpose of these consultations includes, but is not limited to, understanding and supporting your development as a counselor in training.

Session Recordings

For me to supervise your clinical work, you must arrive to supervision prepared to review your recordings from the week and follow any requirements your site imposes regarding these recordings. I will keep the information revealed in the tapes confidential, and we will review them before and during our supervision sessions. You are responsible for arriving to supervision prepared with questions and portions of tape you would like to review.

Supervisee Expectations

During the time I am serving as your faculty supervisor, I will make every effort to review cases with you that you choose to bring to my attention for supervision. You are expected to be open and honest regarding your concerns, perceived shortcomings, and ethical concerns. Ethical concerns include but are not limited to dual relationships, confidentiality, and client safety issues. My duty to you is to provide you with supervision to assist you in growing your counseling skills and conceptualization of clients. I will not be responsible for your scheduling of time with clients or the like.

Emergency Protocols

Should an emergency situation arise, you are expected to follow the site protocol (i.e., contact your site supervisor and follow all site protocols). Please only use my phone number in case of emergency.

Ethical Expectations

In our work together, I will adhere to the Ethical Standards for Counseling Supervisors as well as the ethical standards of the American Counseling Association and National Board for Certified Counselors. I will expect you also to operate according to accepted ethical standards for professional counselors.

I agree to provide supervision to you in a professional manner to the extent described within this agreement. Our relationship is limited to the terms and conditions set forth herein.

By signing below, I am agreeing to provide you with faculty supervision according to the terms of this agreement and you are agreeing to comply with the terms of this agreement.

Student's Printed Name: _____

Date: _____

Student's Signature: _____

Date: _____

Supervisor's Printed Name: _____

Date: _____

Supervisor's Signature: _____

Date: _____

Site Supervisor Requirements

Each site supervisor is responsible for holding/meeting/providing the below standards throughout the fieldwork process (see Supervisor Checklist in Appendix E).

- The site can provide video recording, audio recording, OR live supervision of students' counseling sessions.
- The site will provide opportunities for students to become familiar with a variety of professional activities and resources, including technology, as part of their experience.
- For all sessions, the site will provide a quiet, confidential space in which students can counsel. Telehealth counseling sessions must be provided from an approved site. Students are not permitted to provide telehealth services from home/elsewhere.
- The site will provide students with one hour of individual *or* triadic supervision per week with a registered supervisor who meets the following criteria:
 - A minimum of a master's degree, preferably in counseling or a related profession;
 - Active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession;
 - A minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled;
 - Relevant training for in-person and/or distance counseling supervision (may be in the form of a completed 15-hour supervision training course offered by ISU or elsewhere);
 - Relevant training in the technology utilized for supervision; and,
 - Knowledge of the program's expectations, requirements, and evaluation procedures for students
 - Approved supervisor with the Idaho Division of Occupational and Professional Licenses (applicable for counselors)
- The supervisor will provide formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge conducted as part of the student's practicum/internship. Official evaluations must be completed at the mid-term and final points of the semester.
- A supervisor/mental health professional will be on site while student(s) are seeing clients, including both in-person and telehealth services.

- The site will aim to match students with developmentally appropriate clients.
- The site will aim to provide an appropriate number of direct client hours for the student's experience. Practicum students (6697) are expected to maintain a caseload of at least 3 clients. Internship students are required to maintain a caseload of at least 5 clients.

Specific Fieldwork Policies

Students are responsible for reviewing, being knowledgeable of, and following the below policies. Should there be questions or confusion, each student is responsible for bringing any questions and/or concerns to their faculty advisor.

Tracking Progress Toward Graduation

Each student is responsible for being knowledgeable of the Graduate School's graduation protocols. Each student should proactively discuss their progress toward graduation (i.e., projected date of hours completion) with their faculty advisor. Should a student incur a change in plans, they should proactively discuss the change with their faculty advisor or faculty member on contract over the summer.

*Each student can access and use DegreeWorks to track progress toward successful graduation.

Site Supervision Attendance

Students are required to attend one hour of individual or triadic supervision per site on a weekly basis. It is the student's responsibility to communicate clearly with their site supervisor(s) and make every effort to attend site supervision; it is the student's responsibility to coordinate rescheduling of supervision if necessary. If students are unable to attend site supervision on a given week, they are not to conduct any client/counseling hours. If a student cannot attend supervision due to illness or another unforeseen circumstance but has already conducted client/counseling hours in a given week, they should communicate clearly with their site supervisor(s) to reschedule the supervision hour or attend tele-supervision, even if the make-up hour occurs the next week.

Should a student not attend weekly supervision and not "make up" the supervision session within the next week, they should not count any client/counseling hours conducted during the week of missed supervision towards their fieldwork progress.

Completing Fieldwork Hours at Current Place of Employment

Students currently employed in a case management (or similar) role at their practicum or internship site must ensure their fieldwork activities are distinct from their regular job duties. For the purposes of practicum/internship, students must focus solely on providing counseling services separate from their case management (or similar) responsibilities.

Clear boundaries between roles are necessary, and students must maintain those boundaries to prevent conflicts of interest. Students must coordinate with their supervisor, faculty advisor, and Internship Coordinator to ensure their duties align with the requirements of practicum/internship. The department will conduct regular check-ins to ensure policy compliance.

Personal Conflicts of Interest

Students may not complete practicum or internship requirements at an agency/site where a personal conflict of interest exists. This includes, but is not limited to, agencies where the student has personal relationships (e.g., family members, close friends) or any other connection(s) that may impair objectivity or create bias in professional responsibilities.

Students must disclose any potential conflicts to the Internship Coordinator and their faculty advisor before placement. Failure to do so may result in reassignment or removal from the site.

Number of Sites Permissible

Practicum students enrolled in COUN 6697 may only have **one practicum site at any given time**. Interns enrolled in COUN 6698 are limited to having **no more than two concurrent site placements at any given time**. The restriction on the number of site placements is designed to ensure that Masters in Counseling practicum and internship students can focus on their professional development, receive adequate supervision, and provide high-quality counseling services to clients. It also aims to prevent potential burnout and ensure a manageable workload. Any exception to the two-site placement limit must be approved by the student's major advisor and Internship Coordinator.

Site Supervisor Billing Responsibilities

Site supervisors are responsible for thoroughly understanding and upholding all laws/policies relevant to the billing of services provided by counseling interns. Fraudulent billing practices, whether intentional or unintentional, may result in immediate termination of the site's affiliation agreement with ISU, including the immediate removal of counseling students from the site.

Mental Health Professional On Site Policy

A supervisor and/or licensed mental health professional must be on site while student(s) are seeing clients, no matter whether services are in-person or via telehealth.

Minimum Caseload Requirements

During their counseling practicum (COUN 6697), students are expected to maintain a caseload of at least **3 clients**. During their internship (COUN 6698), students are expected to maintain a caseload of at least **5 clients**. In other words, students should prepare and expect to provide at least 3 direct client hours per week during their practicum, and 5 direct client hours per week during internship; during internship, these efforts may include group counseling and/or may be met across two fieldwork sites. Fieldwork sites should aim to provide an appropriate number of direct client hours for students' experiences.

Contacting Clients/Use of Email

Students are to follow the ACA Code of Ethics (2014) and guidelines set forth by their fieldwork site(s) in regard to contacting/engaging with clients between sessions. **Students are never to use personal email accounts to contact/engage with clients, including ISU email accounts.** Students may only contact/engage with clients via email if there is a secure process established by their fieldwork site, by which clients understand they do/will not have direct access to student counselors outside of scheduled session times. This information should be provided to clients through an informed consent process.

Use of Artificial Intelligence

In all their efforts, students are to follow the ACA Code of Ethics (2014) to protect client confidentiality and support client safety. **Students are not to use artificial intelligence** (e.g., ChatGPT) to write case notes or develop treatment plans. Students should never input client information in any form of generative AI, such as ChatGPT.

Animal Assisted Interventions

Students and site supervisors must be aware of and adhere to the ISU Department of Counseling Animal Partners Policies & Procedures described in the Master's in Counseling Student Handbook. This applies to any and all animal presence and/or inclusion of animals in any part of the therapeutic environment or counseling/supervision process.

Psychedelic-Assisted Counseling Services

Students are not permitted to provide psychedelic-assisted counseling services, including ketamine-assisted counseling services, during their practicum or internship experiences.

Recording Sessions

This section is designed as an overview of recording and equipment considerations. It offers general guidelines that will serve to facilitate the practicum/internship experience by improving the quality of the recording. **Students are required to ethically record ALL client sessions throughout the fieldwork experiences, and sites are required to provide opportunity for students to do so. Presenting a quality reproduction of the counseling session to the individual/triadic and group supervisor is essential for supervision to take place. If a student is unable to record a counseling session, the site must provide live supervision of the site.** If the recording is inaudible, time spent with the supervisor will not count as one hour of face-to-face supervision.

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

Microphones: Virtually all recording equipment will come with a built-in microphone. Some machines give the option of plugging in an external microphone. Before going to the expense of purchasing this extra equipment, try the machine's built-in mic as most of these systems function quite well. An external microphone or lapel microphone can significantly enhance the quality of the recording. Test the equipment at your setting.

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

Digital Video Recorders:

Students should invest in a high-quality webcam to enhance the recording quality of counseling sessions while in the program. A dedicated webcam offers several advantages over built-in laptop cameras, including improved video resolution, better low-light performance, enhanced clarity of facial expressions and non-verbal cues, and better audio capture. These features are crucial in maintaining the effectiveness of supervision and ensuring a comprehensive review of counseling sessions

Recording Procedures

Following are some basic guidelines for producing quality recordings:

1. If possible, pick a quiet room, free from background noise and echo disturbance.
2. Eliminate background noise by placing the recording equipment two to three feet from the recording source.

3. Before buying, try the cameras to see the quality of both the picture and the sound. Older camcorders are available for checkout from the Department.

Recorded Sessions: Recorded sessions can be problematic regarding confidentiality. Be sure that client names are not written on the tape or box, if used. Site supervisors may have their own policy when it comes to keeping recordings. Generally speaking, recordings should not be kept any longer than necessary, usually until the next supervision session.

Recordings that are being held for review should be clearly marked as confidential (if recorded on tape) with the student's name, address, phone number, department, and date. Regard recordings as being as confidential as the session itself. The client's confidentiality is of paramount concern and no identifying information of the client's should be on the recording.

Site Responsibilities Pertinent to Recording Sessions:

Each fieldwork site is responsible for ensuring students record and store session tapes in an ethical manner which aligns with their site requirements. Although Panopto is an available option, each site is responsible for determining if Panopto is an appropriate option. Please note there are other options available, like Box, a HIPAA-compliant storage software available to students through ISU. **Practicum students' faculty advisors must have access to students' recordings throughout the week.**

Panopto Technology Guide

What is Panopto

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

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 secure videos through a combination of methods. Our first method is to assign each user a unique password that only allows them access to their folders, videos, and recording capacity. Second, we restrict the permission to view each user's folder. For example, an intern's folder will only be viewable by the user, their doctoral supervisor, and their faculty supervisor. Third, we will be deleting videos once they have been viewed by the faculty supervisor or the current semester of study expires. Lastly, we enforce strict policies contained within our department's student manual that specifies the locations that videos may be viewed outside of supervision. For

example, users are not permitted to play back videos in public spaces or in the presence of others not associated with their supervision. The viewing of videos is intended to be a private activity.

Is Panopto secure

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

Why change how we record sessions

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

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

ISU Department of Counseling's Chair, David Kleist: (208) 282-4315, kleidavi@isu.edu

ISU Department of Counseling Panopto Technology Coordinator, Chad Yates: (208) 282-3158, yatechad@isu.edu

Definitions

*Users include the following: counseling master's students enrolled in practicum and internship, ISU counseling department supervisors (assigned doctoral students), and ISU faculty members.

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

Panopto Viewing Guide

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

When viewing video please abide by the following security measures:

Please watch videos in a private location away from unauthorized users.

Please use headphones to ensure audio is not overheard.

Please log out of Panopto when you have finished recording or viewing your videos.

When viewing videos with your supervisor please only watch videos relevant to your site location.

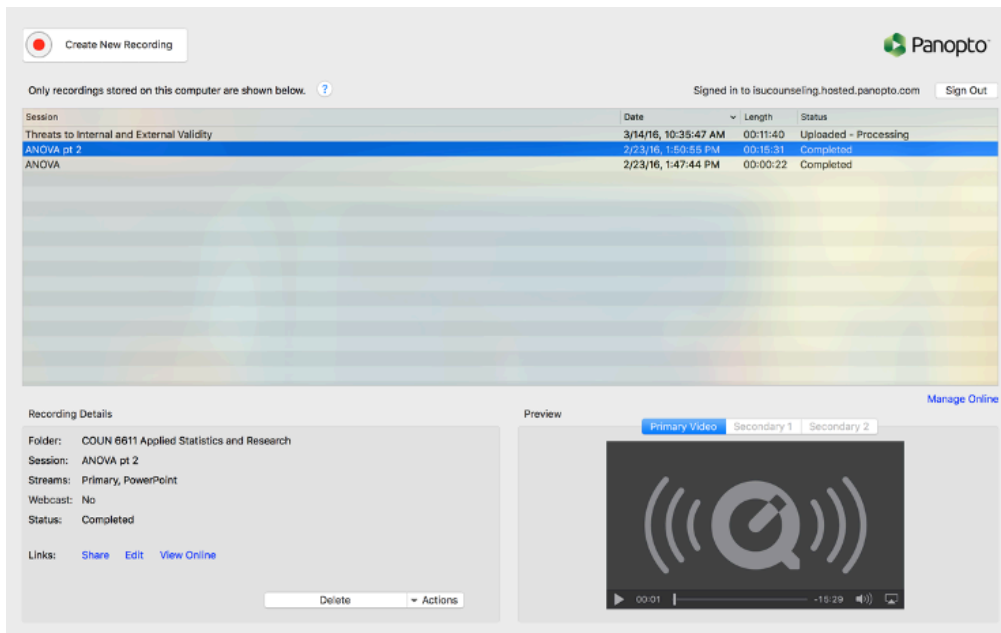
When you have ensured that your video is uploaded to Panopto's online server please delete the copy of the recording on your personal computer.

How to Delete Your Panopto Videos

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

Within Panopto Recorder choose the manage recordings link.

Click on the video and select delete from the action buttons on the bottom left of the screen (see image below).



The screenshot displays the Panopto Recorder interface. At the top left is a "Create New Recording" button. The top right shows the Panopto logo and a "Signed in to isucounseling.hosted.panopto.com" status with a "Sign Out" link. Below this is a table of recordings stored on the computer:

Session	Date	Length	Status
Threats to Internal and External Validity	3/14/16, 10:35:47 AM	00:11:40	Uploaded - Processing
ANOVA pt 2	2/23/16, 1:50:55 PM	00:15:31	Completed
ANOVA	2/23/16, 1:47:44 PM	00:00:22	Completed

Below the table is a "Recording Details" section for the selected "ANOVA pt 2" recording:

- Folder: COUN 6611 Applied Statistics and Research
- Session: ANOVA pt 2
- Streams: Primary, PowerPoint
- Webcast: No
- Status: Completed

Links: [Share](#) [Edit](#) [View Online](#)

At the bottom left of the details section is a "Delete" button and an "Actions" dropdown menu. To the right is a "Preview" window showing a video player with a "Primary Video" tab selected. The video player shows a large "Q" logo and a progress bar at 00:01 / -15:29.

Deleting Online Videos on Panopto

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

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

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

As part of our Panopto maintenance every semester, students will need to delete older videos within their Panopto folder at the end of each semester. Deleting older videos helps us stay within the required video upload restrictions set by Panopto.

Not all videos will be deleted from a student's folder. All students are permitted 50 videos to save in Panopto. If you have fewer than 50 videos, none of the videos in your folder will be deleted.

Starting the week after the end of the semester the ISU Panopto administrators will begin to delete all older videos in folders until each folder has at most 50 videos. We will start with the oldest videos in the folder and delete them until we reach a total of 50.

To avoid the deletion of older videos you may wish to keep, please type into the video's name, "do not delete this video." You can also personally delete any videos in your folders until you reach a total of 50 to avoid us deleting any.

To delete the online videos:

Select the video you wish to delete.

Click the delete (trash can) button and select ok. (see image below).

The screenshot shows a Panopto web interface. At the top, there's a search bar with the text "Search in folder 'COUN 6611 Applie...". Below the search bar, there's a navigation sidebar on the left with categories like "All Sessions" (1191), "Processing", "Scheduled" (0), "Bookmarked" (4), and "All Folders" (104). Under "All Folders", there's a list of folders including "1st Year Doc Supervision Folders", "Adv Diversity", "Advanced Group Procedures 2015", "COUN 6611 Applied Statistics and Research" (8), "COUN 6612 - Psychological Testing for Counselors" (7), and "COUN 6628 Applications of". The main content area displays a list of recorded sessions for the "COUN 6611 Applied Statistics and Research" folder. The sessions listed are: "ANOVA" (February 23, 2016, 15:29), "Evidence-Based Practice" (February 19, 2016, 32:10), "Regression" (February 16, 2016, 24:51), and "T Tests". Each session entry includes a thumbnail image, the session title, date, and duration, along with action buttons like "Settings", "Share", "Edit", "Stats", and "Delete".

Record Keeping

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

Case Notes:

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

The D.A.P. Model for case notes. This acronym stands for description, assessment, and plan.

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

The S.O.A.P. Model for case notes. This acronym stands for subjective, objective, assessment, and plan. Essentially, the same information is gathered with the S.O.A.P. Model as is with the D.A.P. Model. The difference is that the description portion of the D.A.P. Model is split in two. The assessment and plan remain the same, but the description is written in a separate subjective and an objective form. An example of the subjective portion might be, "the client states she is devastated following her divorce." While the objective portion might indicate "the client arrived on time and was oriented x3."

Providing Services in Spanish and Other Languages

The purpose of this policy is to ensure effective and culturally competent treatment for clients who receive counseling services in languages other than English by counseling interns within the ISU Department of Counseling. By outlining specific guidelines, we aim to provide a framework that promotes understanding, respect, and communication between interns and clients, fostering a therapeutic environment conducive to the well-being of individuals seeking counseling services in diverse languages.

Scope: This policy applies to all counseling interns enrolled in COUN 6698 who may provide bi/multilingual counseling services. Students enrolled in COUN 6697 may only provide services in English *unless* they receive prior written approval from the Department of Counseling. To be considered for such approval, students must earn an "A" in each of the gatekeeping courses (COUN 6696, 6624, and 6621) and receive permission from their major advisor. In order to facilitate the development of the student's counseling skills, the ISU Faculty Supervisor will assist the student in developing a plan for balancing a caseload of multilingual clientele.

Guidelines:

1. **Language Competency:** Counseling interns desiring to provide bi/multilingual counseling services are expected to possess a proficient level of language skills to engage effectively with clients. In collaboration with other faculty/supervisors, as appropriate,

the student's major advisor will make the determination if the student has this degree of competency prior to the student engaging in such work.

2. Cultural Competence: Interns should engage in cultural competence training that specifically addresses the needs and values of the populations in which they will serve. Cultural competence includes understanding cultural nuances, traditions, and beliefs that may impact the counseling process. The student's major advisor will assess if the student has this degree of competency prior to providing bi/multilingual counseling services.

3. Informed Consent: Interns must provide clear and comprehensive informed consent materials in both English and the language in which sessions may be conducted. Clients should have access to information in their preferred language to ensure understanding and agreement with the counseling process.

4. Interpreter Services: When necessary, interns can use professional language interpreter services to facilitate communication between the client and counselor. Interpreter services should be arranged promptly, respecting client confidentiality and privacy. The internship site is responsible for providing access to and payment for any interpreter services.

5. Documentation: All client records and documentation should be maintained in both English and the language in which sessions may be conducted, ensuring accuracy and consistency. Interns must be mindful of translating therapeutic notes with sensitivity to cultural context.

6. Crisis Intervention: In crisis situations, interns should take immediate steps to secure interpreter services to ensure effective communication and support. Crisis intervention protocols should be culturally sensitive and consider the unique needs of clients.

7. Supervision and Support: Before providing services in a language other than English, students must secure a primary supervisor who possesses a proficient level of language skills to engage effectively with the supervisee and monitor counseling sessions. The supervisor should also have cultural competence training that specifically addresses the needs and values of the client population. Regular supervision should address any challenges or concerns related to providing bi/multilingual counseling services and working with particular clients. As interns are counselors-in-training, and bi/multilingual counseling is considered an advanced skill, site supervisors are required to ensure that an intern's caseload is primarily composed of services in English for academic training and supervision purposes; however, students should note that situations will be considered on an individual basis. Interns are encouraged to seek additional training or resources to enhance their cultural competence and language skills.

8. Feedback and Evaluation: Clients are encouraged to provide feedback on their counseling experience, particularly regarding language and cultural competence. Interns' performance should be regularly evaluated, with specific attention to their ability to provide effective bi/multilingual counseling services.

Enforcement: Failure to adhere to this policy may result in corrective action, including additional training, supervision, or reassignment of clients.

Providing Play Therapy Services

The purpose of this policy is to provide guidelines and expectations for counseling interns when incorporating play therapy techniques into their counseling sessions. Play therapy is recognized as a valuable and developmentally appropriate approach for working with clients, particularly children. This policy aims to ensure ethical and professional standards are maintained while promoting the effective use of play therapy.

Play therapy should not be utilized in Counseling Practicum (COUN 6697) unless the student has successfully completed a play therapy and/or child and adolescent counseling course. Students must obtain approval from their faculty advisor.

An exception to this rule, however, is that students in the School Counseling program may work with clients under the age of 12 during Practicum if they are concurrently enrolled in COUN 6629.

Definition of Play Therapy: Play therapy is a therapeutic approach that uses play to help clients, especially children, express their thoughts, feelings, and experiences. It is a developmentally appropriate way to address psychological challenges.

Guidelines for Play Therapy:

1. Training and Supervision:

- Counseling interns must have received appropriate training in play therapy techniques before incorporating them into sessions. Students are **only** permitted to provide play therapy services/services to individuals under 12 years of age or younger during internship *and* if they have completed a child/adolescent counseling course.
- Interns should seek regular supervision and consultation from a licensed supervisor experienced in play therapy.

2. Informed Consent:

- Prior to integrating play therapy techniques, interns must obtain informed consent from both clients and their legal guardians, clearly explaining the purpose, nature, and benefits of play therapy.
- 3. **Assessment and Treatment Planning:**
 - Interns must conduct thorough assessments to determine the appropriateness of play therapy for each client.
 - Play therapy should be integrated into the overall treatment plan, addressing specific therapeutic goals.
- 4. **Maintaining Professional Boundaries:**
 - Interns must establish and maintain appropriate professional boundaries during play therapy sessions.
 - Any physical contact should be minimal, non-intrusive, and always in line with ethical guidelines.
- 5. **Confidentiality:**
 - All standard confidentiality and privacy principles apply to play therapy sessions.
 - Interns must educate clients and their legal guardians about the limits of confidentiality in play therapy.
- 6. **Cultural Competence:**
 - Interns must be culturally competent and sensitive when using play therapy techniques, considering the cultural background of the client.
- 7. **Record-keeping:**
 - Interns should maintain accurate and detailed records of play therapy sessions, including observations, interventions, and client responses.
- 8. **Consultation and Collaboration:**
 - Interns should seek consultation with colleagues and collaborate with other professionals (with client consent) to ensure a comprehensive and effective approach to play therapy.
- 9. **Ethical Practice:**
 - Interns must adhere to the ethical guidelines and standards established by relevant professional organizations (e.g., ACA) in the integration of play therapy.

Supervision: Interns engaging in play therapy must receive regular supervision to ensure adherence to this policy and professional standards.

Providing Services for Children

COUN 6697, Practicum in Counseling is the second experience in the clinical block of coursework, and the first experience in a field setting **with individual clients aged 12 and over**. If you are in the school counseling program and simultaneously enrolled in COUN 6629, then you may work with individuals under the age of 12.

During their counseling internship (COUN 6698), students who want to provide services to individuals under 12 years of age must first complete a child and adolescent counseling class (COUN 6659). To provide services to couples and/or families, students must first complete a family and couple counseling course (COUN 6660).

This policy outlines guidelines and expectations for counseling interns when working with children in a counseling setting. It aims to ensure ethical and effective practice, prioritizing the well-being and development of the child clients.

Training and Qualifications:

1. Counseling interns must have received specialized training in child development, child counseling techniques, and play therapy before working with children.

Informed Consent:

1. Obtain informed consent from both the child and their legal guardians before initiating counseling services. Provide clear information about the purpose, nature, and potential benefits of counseling.
2. Discuss confidentiality limits with both the child and legal guardians in age-appropriate language.

Assessment and Treatment Planning:

1. Conduct thorough assessments using developmentally appropriate methods to understand the child's needs and concerns.
2. Collaborate with legal guardians and, when appropriate, other professionals involved in the child's life to develop a comprehensive treatment plan.

Child-Centered Approach:

1. Utilize child-friendly and developmentally appropriate counseling techniques, including play therapy, art therapy, and other creative modalities.
2. Tailor counseling interventions to the child's age, developmental stage, and cultural background.

Parental Involvement:

1. Maintain open and regular communication with legal guardians, keeping them informed about the child's progress and involving them in the therapeutic process when appropriate.
2. Collaborate with parents to support the child's well-being outside of counseling sessions.

Confidentiality:

1. Explain confidentiality limits to the child in a way that is understandable and appropriate for their age.
2. Share information with legal guardians only when necessary and in the best interest of the child, maintaining confidentiality as much as possible.

Safety and Risk Management:

1. Establish safety protocols and procedures to ensure the physical and emotional well-being of the child during counseling sessions.
2. Have a clear plan for addressing situations of harm or potential harm to the child and follow reporting requirements as mandated by law and ethical guidelines.

Cultural Competence:

1. Be culturally competent and sensitive to the diverse backgrounds of the children and families served.
2. Adapt counseling approaches to be inclusive and respectful of cultural differences.

Professional Boundaries:

1. Maintain appropriate professional boundaries with child clients, avoiding any behavior that could be misinterpreted or inappropriate.
2. If physical contact is necessary (e.g., comforting a distressed child), ensure it is minimal, appropriate, and consensual.

Supervision and Consultation:

1. Seek regular supervision and consultation with a licensed supervisor experienced in child counseling.
2. Engage in peer consultation and collaboration with other professionals to enhance skills and knowledge in child counseling.

Record-Keeping:

1. Keep accurate and detailed records of counseling sessions, including assessments, interventions, and progress notes.
2. Store records securely, ensuring confidentiality is maintained.

Ethical Practice:

1. Adhere to ethical guidelines and standards established by relevant professional organizations (e.g., ACA) in the practice of counseling with children.

Providing Services for Couples and Families

Students are not permitted to work with couples or families during their counseling practicum (COUN 6697). During internship (COUN 6698), students further develop their counseling skills, conceptualization skills, and knowledge to become an independently functioning counselor. To provide services to couples and/or families during COUN 6698, students must first complete a family and couple counseling course (COUN 6660). **Students may not work with couples or families until they have successfully completed COUN 6660.**

An exception: students on the MCFC and CRC tracks may provide family counseling services for families who may have a member under 12 years of age upon successful completion of COUN 6697 and COUN 6660. Students on the CMHC track may provide family counseling services for families who may have a member under 12 years of age once they are halfway through the the child and adolescent course.

Providing Group Counseling Services

Students are not permitted to provide group counseling services during their counseling practicum (COUN 6697). During internship (COUN 6698), students further develop their counseling skills, conceptualization skills, and knowledge to become an independently functioning counselor. To provide group counseling services during COUN 6698, students must be enrolled in the counseling course (COUN 6677). **Students may not provide group counseling services until they are enrolled in COUN 6677.**

Providing Services During University Breaks

Accreditation requires students to accrue hours toward practicum and internship credit only when lab supervision is offered. Therefore, **students are not permitted to count clinical hours during Idaho State University academic calendar breaks (i.e., between semesters).** **Students may accrue hours toward practicum and internship credit during Spring and Thanksgiving breaks if their supervisor completes the form in Tevera described below and the student engages in individual or triadic supervision during that week; students may not accrue hours toward practicum and internship credit between semesters.**

If a student wants to continue providing counseling at their field site due to client continuity or their own developmental process, they may volunteer their time. If a student is interested in volunteering at their site, the student's site supervisor must complete a form via Tevera that specifies the site supervisor's understanding that the student will not be receiving supervision through the program for this time period and that the site assumes all legal liability and ethical

responsibility for the student's work. Site supervisors must complete and sign the below statement via Tevera:

"I, (site supervisor) understand that (student name) will not be receiving supervision through Idaho State University for the time between (dates of volunteering) and that (site name) assumes all legal liability and ethical responsibility for their work."

Providing Telehealth Services

This Telehealth Counseling Policy outlines the standards, procedures, and expectations for counseling interns engaging in telehealth services within the ISU Department of Counseling. The purpose of this policy is to ensure the ethical, legal, and effective delivery of counseling services while maintaining the well-being and confidentiality of clients. **Students may not provide telehealth services from any location other than the intern's site, unless explicit permission is granted from and documented by the Department of Counseling. Performing telehealth counseling services from the intern's home is prohibited.**

1. Scope of Telehealth Services:

- a. **Definition:** Telehealth services encompass any counseling services delivered through electronic means, including but not limited to video conferencing, phone calls. Interns may not use texting or text-based messaging to deliver telehealth services.
- b. **Client Eligibility:** Interns are responsible for assessing clients' suitability for telehealth services based on clinical appropriateness and technological considerations.

2. Training and Supervision:

- a. Interns are required to complete training in telehealth best practices, including technology use, confidentiality, and emergency procedures. The intern's site is responsible for providing the telehealth counseling training.
- b. Regular supervision sessions will be conducted to support interns in their telehealth practice, focusing on case discussions, ethical considerations, and professional development.

3. Informed Consent:

- a. Interns must obtain written informed consent from clients specific to the use of telehealth services. The consent form should clearly outline the nature of telehealth, potential risks, benefits, and alternative modes of communication.
- b. Ensure that clients have the ability to ask questions and discuss any concerns related to telehealth before providing consent.

4. Confidentiality and Security:

- a. Interns must use secure and HIPAA-compliant platforms for telehealth sessions.

b. Discuss confidentiality limitations with clients and establish protocols for handling breaches or potential breaches of confidentiality.

5. Technology and Equipment:

- a. Interns are responsible for ensuring a stable and secure internet connection and using up-to-date and reliable devices.
- b. Conduct regular checks on hardware and software to minimize disruptions during telehealth sessions.

6. Client Engagement:

- a. Interns should conduct initial assessments and screenings to determine the appropriateness of telehealth for each client.
- b. Develop and communicate clear protocols for crisis management and emergency response during telehealth sessions.

7. Documentation and Record-Keeping:

- a. Maintain accurate and detailed records of telehealth sessions, adhering to all legal and ethical standards.
- b. Store electronic records securely and ensure proper transmission and storage of client information.

8. Professionalism and Boundaries:

- a. Interns must maintain professional boundaries in the telehealth setting and adhere to the site's policies and procedures and the ACA Code of Ethics.

9. Number of Telehealth Hours Permissible

- a. Students are expected to conduct the majority (i.e., 51% or 201 hours) of their direct counseling hours in-person, across their fieldwork experience. Students may request an exception to this rule from their advisor, considering their specialty track.

Telehealth Considerations

Technology:

- Ensure Computer Firewall Protection is enabled as required by your agency/school.
- Verify if a remote desktop application is required by your agency/school.
- Use secure WiFi; avoid public WiFi for confidentiality.
- Install updated anti-virus software for added security.
- Download the Zoom App or another virtual meeting app.
- Ensure your camera, headphones, and noise machine are in good working condition.

- When making phone calls, use a blocked number (e.g., *67 for Verizon and TMobile). Look up your carrier for specific instructions.
- Never share your personal cell phone number or address.
- Avoid texting clients; communicate through emails about scheduling and document all emails in case notes.

Environment:

- Lock the door and use a sign indicating that you are in session.
- Ensure adequate room/space free from visual distractions.
- Minimize personal belongings that may be distracting.
- Maintain adequate lighting for clear facial expressions.
- Adjust the camera height/angle for a professional appearance.
- Consider what your space communicates about you to the client.

Professionalism:

- Dress professionally during telehealth sessions.
- Establish clear boundaries with clients.
- Minimize distractions on your computer and request clients to do the same.
- Problem-solve if you feel uncomfortable about the situation.
- Schedule sessions only within office hours.

For the Sessions:

- Send a Zoom* call link reminder via email before each session. (*or other video-based system)
- Always ask the client about their current location and whether they are alone in a private space.
- During the first session, review telehealth informed consent and video recording policies.
- Record all sessions using Zoom and upload to Panopto or record directly within Panopto.
- Have a plan for no-shows/cancellations.
- Be prepared with a backup plan for technological difficulties.

Crisis Protocol:

- Contact your supervisor for any crises or unusual occurrences during a session.
- Notify the supervisor/counselor on call if urgent assistance or consultation is needed during a session.
- Keep your supervisor's phone number handy and call if any issues arise.
- Know police and/or emergency crisis numbers in case of an emergency.

Continuing Services Through End-of-Semester

Students are to provide services at their site throughout the semester, regardless of whether they have already met their hours goal. In other words, **students are not to prematurely terminate clients just because their hours goal was met; students must continue attending and participating in group supervision/ lab throughout the semester.**

The only exception to this rule *may* be if a student is completing their clinical hours requirement during the summer semester. For example, if a student completes the spring semester of their second year 15 client hours short, they will be required to attend lab through the summer semester until they complete those 15 hours, thus completing graduation requirements.

Site/Supervisor Concerns

If a counseling intern has concerns regarding their site supervisor or site, it is crucial for them to address the issue promptly and professionally. Here are steps that counseling interns can take if they have concerns:

1. **Self-Reflection:**
 - Before taking any action, the intern should reflect on their concerns to ensure they are valid and not based solely on personal discomfort or misunderstandings.
2. **Documentation:**
 - Keep detailed records of specific incidents or observations that raise concerns. This documentation may be useful when discussing the issues with the appropriate parties.
3. **Consultation:**
 - Seek advice from a faculty member or doctoral students within the counseling department. They can provide guidance about the concerns and offer suggestions on how to address them.
4. **Supervision:**
 - If the concerns are related to the site supervisor, the intern should consider discussing the issues during supervision sessions. This conversation should be approached with respect and a focus on problem-solving.
5. **Open Communication:**
 - Initiate a respectful and open conversation with the site supervisor or relevant personnel. Express concerns clearly, providing specific examples and focusing on observable behaviors. Use "I" statements to avoid sounding accusatory.
6. **Conflict Resolution Strategies:**
 - Propose potential solutions or compromises to address the concerns. Open communication and a collaborative approach may help resolve issues more effectively.

7. Chain of Command:

- If concerns persist and communication with the site supervisor does not lead to resolution, interns may need to escalate the matter according to the organization's chain of command. This may involve contacting a higher-level supervisor or human resources.

8. Consult the Internship Coordinator:

- If the issues persist and are not adequately addressed within the organization, the intern should consult with their internship coordinator or faculty advisor. These individuals may provide additional support and guidance.

9. Review Policies:

- Familiarize yourself with the policies and procedures of the Department of Counseling and internship site. These documents may outline steps for addressing concerns and grievances.

10. Professional Organizations:

- If the concerns involve ethical violations or serious issues, counseling interns can consult relevant professional organizations (e.g., American Counseling Association) for guidance.

11. Self-Care:

- Throughout this process, prioritize self-care. Dealing with workplace concerns can be emotionally challenging, and it's essential to maintain one's well-being.

Remember, open and respectful communication is key when addressing concerns in a professional setting. If an intern feels uncomfortable or unable to resolve the issue independently, seeking guidance from trusted mentors and supervisors is an important part of the process.

Guidelines for Professional Attire

Guidelines for Professional Attire

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

Students in the Department of Counseling are expected to convey professionalism while engaging in classes, fieldwork experiences, and other profession specific engagements (e.g., conferences, professional development activities, outreach events, providing counseling). In general, students are expected to wear business casual attire for all professional engagements,

including those that take place in the department of counseling such as class presentations, and COUN 6696 practice sessions. Students are expected to mind the dress codes of their fieldwork experiences.

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 at the Idaho Counseling Association conference might differ from other regions (e.g., American Rehabilitation Counseling Association and National Rehabilitation Counseling Association, Idaho Counseling Association Conference, Idaho School Counseling Association Conference, etc.). If you have questions about this, please feel free to consult your faculty advisor.

Despite variances in business casual conceptualizations, students are expected to generally avoid clothing that would be defined as beachwear, sportswear, or athleisure. Examples include baseball caps, camisole-style tanks or halters, shorts, yoga or gym attire, flip-flops, and so on. Reasonable exceptions may apply to professionals working in outdoor, athletic, adventure-based/ecotherapy, or animal-assisted interventions settings.

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. The Department of Counseling does not stipulate or censor student choices about body art, hairstyle/color, or facial hair, provided that: (1) 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; and (2) Students maintain appropriate hair (including facial hair) hygiene and maintenance.

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

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

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

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

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

Scents and fragrances

The 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, students should avoid the use of strong personal fragrances, strongly scented grooming products, or essential oils in professional settings, and be mindful of potential body odors. Further, different individuals have differences in fragrance sensitivity. What may be barely detectable to one person can seem overpowering to another. Do not use essential oils and/or other room fragrances in shared office space without the consent of all office occupants.

Clothing Coverage and Fit

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

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

For tops, such as shirts, sweaters, blouses, and so forth, making choices about necklines that do not dip far below 4 fingers from the collarbone; making choices about length that are either able to be tucked in, or that overlap the waist of pants, skirts, and so on. Sleeveless tops may be

considered appropriate as long as camisole-style sleeveless tops are avoided. This applies to students of all gender identities.

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

Professional Dependability

Extended Absences

Master's 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 (e.g., trips, vacations, social events, time off) and for professional reasons (e.g., conferences, professional development activities, professional service activities). For emergencies or other unforeseen/urgent absences, students must notify applicable faculty as soon as possible prior to the absence. Similarly, students must gain prior approval from relevant faculty in order to miss portions of a class or other professional responsibility, such as arriving late or leaving early. Please note that excessive absences or missed responsibilities will result in formal remediative actions, regardless of prior approvals.

Individual Absences

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

Classes, Practicum/Internship Lab, and Fieldwork Experiences

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

Interpersonal Behavior

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

Master's 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 in regards to interfacing with doctoral students, it is your responsibility to schedule a meeting for clarification with your faculty advisor.

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

Each master's cohort and group of cohorts has its own unique set of interpersonal dynamics. Learning to effectively navigate these dynamics in healthy and productive ways 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 (e.g., physical attributes). Our department emphasizes respect and affirmation for everyone, moving beyond merely tolerance, to actively promoting the dignity, well-being, worth, and potential of all people, including those from historically marginalized

Clock Hour Requirements for Practicum and Internship

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

Group Hours Requirement

All students are required to complete **10 group counseling hours** throughout the course of their internship. These hours may include individually leading or co-leading group counseling services. Students are encouraged to discuss their plans to obtain group hours with their site supervisor(s) and faculty advisor as appropriate.

Hours Required per University Credit

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

	Semester Requirements	Weekly Requirements
Individual/triadic supervision by ISU Faculty/Department	15.0 hours	1.0 hr/wk
Individual/triadic site supervision	15.0 hours	1.0 hr/wk
Group/lab supervision by ISU Faculty/Department Supervisor	22.5 hours	1.5 hrs/wk
Minimum of 40% direct contact with clients	40.0 hours	2.7 hr/wk
Indirect (other) hours (e.g., other appropriate duties like paperwork, case preparation, case notes, clinical case research, consultation w/ teachers, culturally responsive activity [internship only] etc.)	Varies	Varies (approx. 1.5 - 3 hours /week)
Total Hours	<u>100 Hours</u>	<u>approx 7.5/week minimum</u>

***Students must work **at least two different field placements** during their entire clinical course block, which includes COUN 6697- Practicum in Counseling and COUN 6698- Internship in Counseling. Though, students may not have more than two concurrent sites during internship.

Clinical Mental Health Counseling Program Requirements

Counseling Practicum Hours Requirements (COUN 6697)

Direct client contact	40 hours
Indirect hours	60 hours
<i>Total</i>	<i>100 hours</i>

Counseling Internship Hours Requirements (COUN 6698)

Direct client contact	360 hours
Indirect hours	540 hours
<i>Total</i>	<i>900 hours</i>

Marriage, Couple, & Family Counseling Program Requirements

Counseling Practicum Hours Requirements (COUN 6697)

Direct client contact	40 hours
Indirect hours	60 hours
<i>Total</i>	<i>100 hours</i>

Counseling Internship Hours Requirements (COUN 6698)

Direct client contact	360 hours
Indirect hours	540 hours
<i>Total</i>	<i>900 hours</i>

Throughout their internship, students in the Marriage, Couple, and Family Counseling program are required to complete a minimum of 100 direct client hours with couples and families.

Clinical Rehabilitation Counseling Program Requirements

Counseling Practicum Hours Requirements (COUN 6697)

Direct client contact	40 hours
Indirect hours	60 hours
<i>Total</i>	<i>100 hours</i>

Counseling Internship Hours Requirements (COUN 6698)

Direct client contact	360 hours
Indirect hours	540 hours
<i>Total</i>	<i>900 hours</i>

Throughout their internship, students in the Clinical Rehabilitation Counseling (CRC) Program must complete a minimum of 600 hours at a CRC-approved site. Of the 600 CRC hours, 240 must be direct client hours. Students should consult with faculty to determine whether a site is CRC-approved.

School Counseling Program Requirements

Counseling Practicum Hours Requirements (COUN 6697)

Direct client contact	40 hours
Indirect hours	60 hours
<i>Total</i>	<i>100 hours</i>

Counseling Internship Hours Requirements (COUN 6698)

Direct client contact	360 hours
Indirect hours	540 hours
<i>Total</i>	<i>900 hours</i>

College Counseling and Student Affairs Program Requirements

Counseling Practicum Hours Requirements (COUN 6697)

Direct client contact	40 hours
Indirect hours	60 hours
<i>Total</i>	<i>100 hours</i>

Counseling Internship Hours Requirements (COUN 6698)

Direct client contact	360 hours
Indirect hours	540 hours
<i>Total</i>	<i>900 hours</i>

Doctoral Fieldwork Guide

Assessment of Doctoral Students' Counseling Skills

Prior to the internship, the counselor education program assesses doctoral students' counseling skills to ensure preparedness for the doctoral counseling internship. The counselor education program provides assistance and/or opportunities to students who need additional counseling skill preparation prior to enrolling in the doctoral internship.

Supervision Requirements

1. Supervision of the doctoral counseling internship includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.
2. Written supervision agreements must:
 - a. define the roles and responsibilities of the faculty supervisor, fieldwork site supervisor, and student during the doctoral counseling internship;
 - b. include emergency procedures; and
 - c. detail the format and frequency of consultation between the program and the fieldwork site to monitor student learning.
3. Counselor education program faculty members serving as individual/triadic or group supervisors for doctoral counseling internships have:
 - a. relevant certifications and/or licenses,
 - b. relevant training for in-person and/or distance counseling supervision, and
 - c. relevant training in the technology utilized for supervision.
4. Individuals serving as doctoral counseling internship fieldwork site supervisors have:
 - a. a minimum of a master's degree, preferably in counseling or a related profession;
 - b. active certifications and/or licenses in their geographic location required for practice, preferably in counseling or a related profession;
 - c. a minimum of two years independent professional experience;
 - d. relevant training for in-person and/or distance counseling supervision;

- e. relevant training in the technology utilized for supervision; and
- f. knowledge of the program's expectations, requirements, and evaluation procedures

Liability (Malpractice) Insurance

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

All Department of Counseling students who are enrolled in or participating in programs or experiences in which human participants are used for practice must present evidence of liability (malpractice) insurance coverage.

Doctoral students must maintain and provide proof of active liability (malpractice) insurance. Students are required to purchase liability insurance and may not see clients without providing proof of insurance on a semesterly basis via Tevera.

Technological Competencies

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

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

Competency 1

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

Competency 2

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

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

Competency 3

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

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

Licensure Requirements for the State of Idaho

Students should note that the Master's in Counseling program at Idaho State University serves to prepare students for licensure in the State of Idaho. **Each student is independently responsible for becoming knowledgeable about the licensure requirements in other states** in which they may be interested in pursuing professional counseling licensure; each student is also responsible for understanding and completing the specific coursework that may be required in other states.

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.

Idaho Division of Occupational and Professional Licenses (IDOPL)

Mailing Address

DOPL

P.O. Box 83720

Boise ID 83720-0063

Headquarters Office

11341 W. Chinden Blvd.

Boise ID 83714

Prior to beginning the fieldwork experience, students should read more about licensure requirements and application processes on the [Idaho Division of Occupational and Professional Licenses website](#).

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 1,000 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, students in the School Counseling program 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.

Please visit the following website for more information:

<https://www.sde.idaho.gov/cert-psc/cert/apply/pupil-service.html>

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 (8:30 a.m. - 5:00 p.m. Eastern time,
M-F) <http://www.nbcc.org> Email: nbcc@nbcc.org

The Department of Counseling will assist students in registering for the National Counselor Examination (NCE). This exam is to be taken in your final Spring semester. The department will submit the email address of student eligible to take the NCE during the Fall semester. Students will receive an email from 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.

Students' Ethical Responsibilities

The Department of Counseling abides by the Code of Ethics of the American Counseling Association (<http://www.counseling.org/resources/aca-code-of-ethics.pdf>) and requires all students and supervisors to abide by these standards. We are especially sensitive to the area of confidentiality.

This is an area which frequently causes considerable concern. Section B.2.a of the ACA Code of Ethics (2014) states:

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

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

1. Suspicion of child-abuse or neglect
2. Client threatens or intends to inflict harm to self or others
3. Confidentiality can also be broken upon consent of the client (i.e., with written release).
In the case of minors, consent for release must be signed by a parent or legal guardian.
For more specific detail, please reference [ACA Code of Ethics \(2014\)](#).

Students are obligated to promptly report any potential ethical, legal, or client safety concerns to their supervisor(s).

Idaho Reporting Procedures

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

Child Abuse

What Constitutes Child Abuse?

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

Physical abuse: Non-accidental physical injury to a child.

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

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

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

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

Detection of child abuse is often difficult, especially in sexual abuse cases. An abuser may use threats, bribery, or other methods to coerce a child to participate in sexual activity. The abuser may tell a child that the activity is okay and that he/she is simply teaching the child about sex. Children are taught to respect and obey their parents and relatives. If an abuser tells a child that the way to show love and affection for a parent or relative is through sex, then we can easily understand how a child could be misled. In cases such as these, especially in incest, which is far more common than most people think, the child does not report the abuse. The child may feel he or she has been a willing participant. If the abuse is discovered, the child may feel guilty about getting a friend or relative in trouble.

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

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

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

Frequently, teachers and school officials have doubts about reporting suspected abuse. The reporting procedures may not be clear, or the principal may even discourage reporting by teachers. Officials of private schools and day care centers may fear loss of clients if they are

known to report abuse. Certainly, these are very real problems and should be addressed by both schools and the protective service network, but these concerns in no way relieve a teacher or principal or counselor of their legal and ethical responsibility to report suspected abuse.

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

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

How to Respond to a Child Who Discloses Abuse

DO the following:

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

DON'T do the following:

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

To report abuse, contact the Department of Health and Welfare.

In Pocatello call 239-6200 or the after-hours number is 235-5869. Or call the Pocatello Police at 234-6121, the Bannock County Sheriff at 236-7111, or the Chubbuck Police at 237-7172.

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

When making a report be sure to include the following:

- names and addresses of child and parent(s) or guardian(s), if known.

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

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

Intent to Harm Self or Others

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

Advocacy Resources

Professional counselors are ethically obligated to act as advocates on behalf of their clients and support matters related to social justice (American Counseling Association Code of Ethics, 2014; Ratts et al., 2016).

Thus, students must be aware of local resources available to their clients. Students should also engage in consultation and interprofessional collaboration to support their clients' various and often complex needs. Students should consult their Faculty Advisor for resources and engage in research/consultation to find other resources.

Steps for Securing Practicum and Internship Sites

Students are responsible for following the below steps to secure a fieldwork site. Students are also responsible for adhering to the deadlines established by their Internship Coordinator, and asking any pertinent questions they may have. Students are to consult with their Faculty Advisor regarding any specific questions they may have about their program of study.

1. First, look at the approved site list provided by your Internship Coordinator. This list is updated frequently. When seeking a fieldwork site, this list should be your **first and primary source**; in other words, you should attempt to find a site from this list *before* requesting a new site.
2. When you are interested in a particular site, reach out to the site via email to inquire about a practicum or internship position for the semester in which you are interested.
3. In the email, you should be sure to introduce yourself (name, university, program, etc.), politely inquire about a position, and thank them for their time. You may consider attaching your resume.
4. Most sites include an interview as part of their “hiring” processes. Please remember that **professionalism** (including prompt and polite email responses) is an important aspect of this process.
5. Consult with your Faculty Advisor. You must have your Faculty Advisor’s approval before accepting a fieldwork placement.
6. After you have consulted with your Faculty Advisor and accepted a site’s offer, you may begin to initiate the site selection process through Tevera.
 - a. Locate the site placement section within your Tevera account
 - b. Complete the required Pre Application paperwork
 - i. Upload Liability Insurance
 - ii. Complete the Confidentiality Agreement if working with a non-ISU affiliated site
 - iii. Faculty Site Approval Form
 - iv. Complete the required Tevera Tutorials

Site Placements

Practicum Internship My agencies

START

Pre-application tasks

First step done! Now contin

PRACTICUM AGENCY 1

Test CATS

Select agency

Select supervisor

ADDITIONAL PRACTICUM AGENCIES

Optional: Add another agency

Name	Task Type
Liability Insurance	Upload
Confidentiality Agreement	Form
Complete Tevera Tutorials	Offline

- c. Select the approved agency from the list of sites located on Tevera and complete the required paperwork to seek authorization for the site.
 - i. Complete the Student Information Form and digitally sign.
 - ii. Complete the Faculty Site Approval Form, digitally sign the form, and send the form for a digital signature by your faculty major advisor through the Tevera System.

Site Placements

Practicum Internship My agencies

START

Pre-application tasks

Complete your program's pa

PRACTICUM AGENCY 1

Test CATS

Select agency

Select supervisor

ADDITIONAL PRACTICUM AGENCIES

Optional: Add another agency

Test CATS

Paperwork | Counseling Practicum Site Placement f

Name	Task Type
Student Site Work Information Form	Form
Faculty Site Approval Form	Form

- d. Select a supervisor affiliated with the site from the list of supervisors on the list within Tevera. If your supervisor is not on the list please contact the internship coordinator.
 - i. Send the Site Supervisor Checklist form to your supervisor through the

Tevera website

ii. Complete the Supervision Dates Form

Site Placements

[Practicum](#) [Internship](#) [My agencies](#)

START

Pre-application tasks

PRACTICUM AGENCY 1 ⋮

Test CATS

Select agency

Select supervisor

ADDITIONAL PRACTICUM AGENCIES

[Optional: Add another agency](#)

You're placed with 1 agency

If you need to add an additional agency

Fieldwork Disability Accommodations

If a student is interested in requesting disability accommodations at their fieldwork site, the student is responsible for initiating the accommodations request at their site, and facilitating collaboration between the site and ISU Disability services.

The Fieldwork Site Approval Process

Students are responsible for following the below protocols for *requesting* potential approval of a new fieldwork site. Please note that requesting approval of a new site does not guarantee that site will be approved.

1. Send the Internship Coordinator an email with the site information that you have (site name, website link, supervisor name, supervisor email, etc.). The Internship Coordinator will advise you on whether to move forward to Step 2.
2. Reach out to the site to inquire about a potential practicum and/or internship position. If they are open to hosting you, inquire whether they can meet the requirements listed on the Supervisor Checklist (see Appendix E). Attach the Supervisor Checklist as a PDF to your email. Please have your prospective supervisor sign the checklist.
3. If applicable, the Internship Coordinator will then move forward with the approval process; again, please note there is no guarantee the site will be approved. **You MUST request a new site by the deadline provided by your Internship Coordinator.**

Tevera: Fieldwork Management System

Purchasing Tevera

Students will be sent an email from Tevera with the information provided to register. Students are to purchase a Tevera membership **directly from Tevera** using a credit or debit card. See the following link for more information on registering and purchasing a Tevera Membership: <https://help.tevera.com/registering-for-tevera-r1U4aZPVq>

Students are encouraged to take a look around Tevera and explore some helpful [training resources here](#). A Tevera training will take place each Spring for practicum students, and supervisors are sent information on Tevera from the department, prior to the start of each semester.

ISU Department of Counseling Tevera Tutorials

Please see the “Fieldwork” tab on the ISU Department of Counseling website for various Tevera tutorial videos.

Clinical Paperwork

Each semester, the below forms are to be completed via Tevera *in the order in which they are listed below*. Examples of many forms are included in the Appendices. Please see the step-by-step Tevera guide for more information.

**Field and site supervisor are the same individual*

Pre-Agency Selection Forms

Form Title	Who Completes	Who Signs
Liability Insurance (upload only)	Student	Upload Only
Confidentiality Form (ISU 1026)	Student	Student
Faculty Site Approval Form (ISU 1029)	Student	Student Faculty Advisor/Faculty Supervisor

Post-Agency Selection Forms

Form Title	Who Completes the Form	Who Signs the Form
Student Site Information Form (ISU 1021)	Student	Student

Supervisor Selection Forms

Form Title	Who Completes the Form	Who Signs the Form
Site Supervisor Checklist (ISU 1032)	Site Supervisor	Site Supervisor
Supervision Dates Form (coming soon) (ISU 1008) <i>*students must input the <u>formal ISU semester start</u></i>	Student	

<i>date (e.g., for Spring 2024, classes begin 01/08/2024)</i>		
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COUN 6697 (Practicum)

Form Title	Who Completes the Form	Who Signs the Form
Midterm Practicum Rating Scale (Faculty Edition)	Faculty Supervisor	Faculty Supervisor Student
Midterm Practicum Rating Scale (Site Supervisor Edition)	Site Supervisor	Site Supervisor Student
Midterm Hours Report	Student	Student Site Supervisor
Final Practicum Rating Scale (Faculty Edition)	Faculty Supervisor	Faculty Supervisor Student
Final Practicum Rating Scale (Site Supervisor Edition)	Site Supervisor	Site Supervisor Student
Supervisor and Site Evaluation Form	Student	Student
Practicum/Internship Supervision Waiver During University Breaks (ISU 1036)	Student	Student Site Supervisor
Practicum/Internship Site and Supervisor Evaluation Form	Student	Student
Final Semester Hours Report <i>**do NOT submit form until you are completely done with practicum hours</i>	Student	Student Site Supervisor Faculty Advisor
Spring Semester Core Disposition Evaluation	Faculty Advisor	Faculty Advisor Student
Optional Hours Logs (Week 1, Week 2, etc.)	Student	Student Site Supervisor

COUN 6698 (Internship)

**Students will be evaluated by each site supervisor at the mid-term and final (e.g., two sites = two site supervisors = two mid-term evaluations*

Form Title	Who Completes the Form	Who Signs the Form
Midterm Internship Rating Scale (Site Supervisor Edition)	Site Supervisor	Site Supervisor Student
Final Internship Rating Scale (Site Supervisor Edition)	Site Supervisor	Site Supervisor Student
Supervisor and Site Evaluation Form	Student	Student
Practicum/Internship Supervision Waiver During University Breaks	Student	Student Site Supervisor
Practicum/Internship Site and Supervisor Evaluation Form	Student	Student
(*School counselors only) District 25 approval form upload		

Documenting Hours (Hours Logs)

Students are required to complete a weekly assignment involving the documentation and signing of hour logs through Tevera while enrolled in COUN 6697 and COUN 6698. By the end of working hours on Friday of each week, students log all direct and indirect hours earned via Tevera. Subsequently, the completed form must be sent to their site supervisor for signing and verification. All signatures on the hour logs are to be signed and reviewed within the Tevera System. **It is the student's responsibility to ensure that their supervisor signs and verifies their hour logs in a timely manner.**

	Week 1 Hours Report	Report	Not Started
	Week 2 Hours Report	Report	Not Started
	Week 3 Hours Report	Report	Not Started
	Week 4 Hours Report	Report	Not Started
	Week 5 Hours Report	Report	Not Started
	Week 6 Hours Report	Report	Not Started
	Week 7 Hours Report	Report	Not Started
	Week 8 Hours Report	Report	Not Started

Track Activities for Single Week

Student: AZ Student Test Week Of: 12/31/23 Track: ISU Counseling - Practicum Time Track

Site(s): Field Instructor: Chad Yates Program Faculty/Staff:



HOURS LOGGED									
ACTIVITIES	SUN 12/31	MON 01/01	TUE 01/02	WED 01/03	THU 01/04	FRI 01/05	SAT 01/06	WEEKLY TOTAL	CUMULATIVE AS OF 1/6/24
TOTAL HOURS	0	4.00	0	0	0	0	0	4.00	7.00
DIRECT SERVICE HOURS	0	2.00	0	0	0	0	0	2.00	3.00
INDIVIDUAL COUNSELING	0	2.00	0	0	0	0	0	2.00	3.00
INDIREC/SUPERVISION SERVICE HOURS	0	2.00	0	0	0	0	0	2.00	4.00
STAFF/TEAM MEETINGS	0	0.00	0	0	0	0	0	0.00	2.00
IN-SERVICE TRAINING	0	0.00	0	0	0	0	0	0.00	0.00
CASE MANAGEMENT	0	1.00	0	0	0	0	0	1.00	1.00
CASE RECORDING	0	0.00	0	0	0	0	0	0.00	0.00
OTHER	0	0.00	0	0	0	0	0	0.00	0.00
FIELD SUPERVISOR	0	1.00	0	0	0	0	0	1.00	1.00
FACULTY SUPERVISOR	0	0.00	0	0	0	0	0	0.00	0.00
DOCTORAL SUPERVISOR	0	0.00	0	0	0	0	0	0.00	0.00
LAB SUPERVISION	0	0.00	0	0	0	0	0	0.00	0.00
TOTALS	0.00	4.00	0.00	0.00	0.00	0.00	0.00	4.00	7.00

Student: AZ Student Test Student Signature: _____ Date: _____

Field Instructor: Chad Yates Field Instructor Signature: _____ Date: _____

Program Faculty/Staff: _____ Program Faculty/Staff Signature: _____ Date: _____

A Simplified Step-by-Step Guide to Tevera

Students should be sure to thoroughly review the information in the Fieldwork Handbook.

Students should also review the [Tevera Guidebook](#), which serves as a simplified review of semesterly Tevera use. Students are responsible for attending to the steps listed in the [Tevera Guidebook](#) at the beginning of/throughout each semester.

Appendices

Appendix A: Practicum Tape Demonstration Assignment

(Point values subject to change)

Practicum Tape Demonstration (50 points; Measuring 3.A.10, 3.B.10, 3.E.9):

Students will demonstrate clinical skills by showing a ten minute segment of counseling tape in their lab section. Students will additionally provide a write up of their client's conceptualization and presenting concerns alongside their tape demonstration. The write up will address main components of the student's work with that client, including the following:

1. Client demographics: How old is the client? What is their current living situation? What are their cultural identities? (8 points)

2. Client's presenting concerns: What is the client coming to counseling for? What do they want to work on? (8 points)

3. Multicultural considerations: How do the client's identities intersect with yours as the counselor? What cultural components do you need to broach/have broached in the room? How do the client's identities impact your counseling work with them? In what ways could you advocate for/with this client? (8 points)

4. Legal/ethical concerns: Are there any legal or ethical concerns when working with this client? Consult the ACA code of ethics. If there are legal/ethical concerns, how do you plan to address them as you continue counseling this client? (8 points)

5. Client conceptualization: After working with this client, how do you see their development? How do their identities, presenting concerns, and symptoms combine to create their current lived experience? (8 points)

Additionally students will be assessed on their tape demonstration:

Tape Segment: Show a *continuous ten minutes* of counseling tape in class. The tape demonstration will be of the same client you do your write up on. Choose a segment of tape in which you intentionally use foundational counseling skills (both from Tier 1 and Tier 2). There is no expectation to be “perfect” in your skill usage, rather, instructors hope you show intentional effort in applying the skills you learned in preprac! Prepare consultation questions beforehand in order to get feedback on specific things you want to learn more about. (10 points)

Appendix B: Confidentiality Form



CACREP 2016, rev 1 - Confidentiality Agreement Attachment A

Student First Name: AZ Student

Student Last Name: Test

Semester of Internship/Practicum:

Fall

Spring

Summer

Check Applicable Course Number:

COUN 6697

COUN 6698

Field Setting: Sample Test Agency

Faculty Supervisor (practicum)/ Advisor (internship) Name: Sample Test Supervisor

Affiliation Agreement:

If you are at a site that is part of Idaho State University, there is no affiliation agreement and you understand this by checking appropriate box below.

If you are at a site other than Idaho State University, please read through the following and check below indicating your agreement with the following:

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

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

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

Select appropriate box below:

I am at an ISU site where an affiliation agreement is not needed.

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

Appendix C: Faculty Site Approval Form



FACULTY SITE APPROVAL FORM

Student will obtain the information to complete this form from the proposed field setting supervisor.

Student First Name: AZ Student

Student Last Name: Test

Select Semester:

Fall 20

Spring 20

Summer 20

Select Applicable Course:

COUN 6697

COUN 6698

Field Setting: Sample Site Name

Field Supervisor Name: Sample Supervisor Name

Field Supervisor Title: Sample Title

Field Supervisor Certificate(s):

Sample Certificates

Field Supervisor License(s):

Sample License

IBOL Registered:

Yes

No

Checklist:

1. The field setting provides an appropriate private setting for counseling with video recording capabilities.

2. The field setting provides a sufficient number of client hours to meet departmental requirements (minimum 1.3 hours per week per 1 credit).

3. The field setting provides the type of clients consistent with my present level of training.

4. The field supervisor meets departmental requirements (e.g., experience, degree, major, certificates, license).

5. The field supervisor will provide one hour per week of 1/1 supervision live or via a recording.

6. Affiliation Agreement between ISU's Department of Counseling and field setting is in place.

I certify that the above requirements are met for the above field setting.

AZ Student Test 12/29/2023

Student Signature: Date

Faculty/Practicum Supervisor/Advisor Signature: Date

Appendix D: Student Site Approval Form



Student Site Information Form

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

Student: Sample Test Student

Date: 12/29/23

Semester: Spring

Year: 2023

Course No:

COUN 6697, Practicum in Counseling

COUN 6698, Internship in Counseling

Faculty Supervisor: Sample Site Supervisor

Field Supervisor: Sample Test Site Supervisor Name

Phone: (208) 867-5309

Email: Sample Email

Field Placement: (include School District No. if applicable) Sample Site Name

Street Address: Sample Address

City: Sample City

State: Idaho, US

Zip Code: Sample Zip

If applicable:

Off-Site Supervisor:

Street Address:

City:

State:

Zip Code:

Phone:

Email:

Field Setting:

Start Date: 1/8/24

End Date: 5/3/24

Day/Time:

Day: Sample Days at Agency

Time: Sample Times

Day: Sample Days at Agency

Time: Sample Times

Appendix E: Site Checklist

Site Checklist

- The site can provide video recording OR live supervision of students' counseling sessions.
- The site will provide opportunities for students to become familiar with a variety of professional activities and resources, including technology, as part of their experience.
- For all sessions, the site will provide a quiet, confidential space in which students can counsel. Telehealth counseling sessions must be provided from the site. Students are not permitted to provide telehealth services from home/elsewhere.
- The site will provide students with one hour of individual or triadic supervision per week with a registered supervisor who meets the following criteria:
 - A minimum of a master's degree, preferably in counseling or a related profession;
 - Active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession;
 - A minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled;
 - Relevant training for in-person and/or distance counseling supervision (may be in the form of a completed 15-hour supervision training course offered by ISU or elsewhere);
 - Relevant training in the technology utilized for supervision; and,
 - Knowledge of the program's expectations, requirements, and evaluation procedures for students
 - Approved supervisor with the Idaho Division of Occupational and Professional Licenses (applicable for counselors)
- The supervisor will provide formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge conducted as part of the student's practicum/internship. Official evaluations must be completed at the mid-term and final points of the semester.
- A supervisor/mental health professional will be on site while student(s) are seeing clients, including both in-person and telehealth services.

- The site will aim to match students with developmentally appropriate clients.
- The site will aim to provide an appropriate number of direct client hours for the student's experience. Practicum students (6697) are expected to maintain a caseload of at least 3 clients. Internship students are required to maintain a caseload of at least 5 clients.

Appendix F: Midterm/Final Practicum Rating Scale

During 6697, the Faculty Supervisor and Site Supervisor will complete the Practicum Rating Scale at Midterm and at the end of the Semester via Tevera

**Idaho State University
Department of Counseling
Practicum Rating Scale**

Rating scale:

0 = Expectation Not Demonstrated

1 = Below Expectations

2 = Meets Expectations

3 = Above Expectations

4 = Exceeds Expectations

In Tevera each skill will have a NA option

Helping Relationships -Basic Counseling Skills (Section I)	Skill Level				
	0	1	2	3	4
1. Listens carefully and communicates understanding to client.					
2. Is genuine and empathic with client.					
3. Is respectful of and validates the client.					
4. Displays knowledge and skills appropriate to the client's cultural and social context.					
5. Displays knowledge and skills appropriate to the client's developmental context.					
6. Appears comfortable with a variety of feelings/and or issues shared by the client as demonstrated by the ability to hold the session in an emotional space.					
7. Demonstrates appropriate use of feeling reflections including appropriate delivery and accuracy.					
8. Appropriate use of paraphrases, content reflections and summaries including appropriate delivery and accuracy.					
9. Appropriate use of questions and probes, including appropriate timing, accuracy and brevity.					
10. Appropriate pacing of session/ responses.					
11. Appropriate use of silence.					

12.Avoidance of (overt or subtle) advice-giving and inappropriate problem-solving.					
13.Displays the skill of broaching topics of identity and oppression					
14.Demonstrates ability to address termination issues with client.					

Helping Relationships -Advanced Counseling Skills (Section II)	Skill Level				
	0	1	2	3	4
1. Demonstrates ability to identify patterns and use these as a basis for interventions.					
2. Demonstrates use of advanced accurate empathy/interpretation/reflection of meaning delivered accurately and appropriately.					
3. Uses self-disclosure cautiously and only as appropriate					
4. Appropriate use of immediacy.					
5. Offers client feedback, even when it may be difficult for client to hear.					
6. Ability to engage in procedures for assessing risk of aggression or danger to others, self inflicted harm, or suicide					
7. Promotes client self-advocacy/understanding of access to a variety of community resources					

Conceptualization & Intervention Planning Skills (Section III)	Skill Level				
	0	1	2	3	4
1. Is able to organize client information (intake, assessment tools, clinical interview) into understandings of client and client concern.					
2. Is able to recognize normative/developmental from problematic behavior/understanding/functioning.					
3. Upholds an orientation towards wellness and prevention when working with clients..					
4. Is able to construct appropriate theoretical conceptualization of client issues.					
5. Is able to identify appropriate goals congruent with the theoretical conceptualization.					
6. Demonstrates ability to engage in a well-established counseling theory with consistency and fidelity to the theoretical protocols.					

7. Integrates one's own, as well as the client/student's, intersecting identity development across the lifespan into case conceptualization and treatment planning [2]					
8. Demonstrates the ability to identify systemic and environmental factors that affect client/student functioning. [2]					
9. Demonstrates ability to assess the impact of the conditions of the work (or school) environment on the client or student's life experiences. [2]					

Personalization Skills (Section IV)	Skill Level				
	0	1	2	3	4
1. Demonstrates insight into own intrapersonal style.					
2. Demonstrates insight into own interpersonal style.					
3. Demonstrates awareness of diversity and multicultural issues including own biases. (This awareness may evidenced by conversations with supervisor and peers or in counseling sessions.)					
4. Is willing to take risks and explore how they are affected by client or client issues. (This awareness may evidenced by conversations with supervisor and peers.)					
5. Appropriately participates in feedback exchange with peers and supervisor (i.e., giving feedback, hearing feedback, and incorporating feedback into subsequent client work) during supervision sessions as evidenced by implementation of feedback with clients and peers.					
6. Appropriately applies feedback to subsequent sessions as evidenced by conceptualization and interventions with clients.					
7. Recognizes personal limitations and seeks additional supervision when unsure of how to proceed.					

Professional Skills (Section V)	Skill Level				
	0	1	2	3	4
1. Demonstrates a knowledge of and ability to abide by ACA's ethical and legal standards or other relevant code of ethics such as ASCA's Ethical Standards.					

2. Client records completed correctly and professionally.					
3. Client records stored and maintained in secured manner					
4. Student on time to all seminar and supervision meetings.					
5. Student attends (and is on time to) all counseling sessions.					
6. Student uses respectful language when discussing client and/or client issues.					
7. Student protects client confidentiality including video recording.					
8. Recognizes skill limitations makes referrals as appropriate (with supervision).					
9. Works with others in client's community (referral/consultation/collaboration)					

Comments relevant to strengths of student:

Comments relevant to areas of growth for the student:

The Practicum Rating Scale should be completed and signed by the Site Supervisor and reviewed and signed by the student through Tevera.

Appendix G: Midterm/Final Internship Rating Scale

Each site supervisor will complete the Internship Rating Scale at Midterm and at the end of the semester.

IDAHO STATE UNIVERSITY DEPARTMENT OF COUNSELING INTERNSHIP RATING FORM

STUDENT NAME: _____ SEMESTER: _____
 SUPERVISOR: _____ SETTING: _____
 COURSE: COUN 6698 Internship

Instructions: Throughout the semester, track student progress by initialing and dating as the intern demonstrates each evaluation criteria. If a training standard is not demonstrated throughout the semester, check the “No Demo” column prior to submitting the final evaluation.

Note: Students may initially meet the given criteria and then exceed the criteria later in the semester between Midterm and Final Evaluation.

Intern Professional Comportment and Supervision Engagement						
	NA	0 No Demonstratio n	1 Below Expectation s	2 Meets Expectation s	3 Above Expectation s	4 Exceeds Expectation s
The intern comes to supervision prepared to discuss work and is open to feedback and suggestion						
The intern recognizes own limitations and seeks additional supervision and/or consultation when unsure how to proceed.						

<p>The intern participates in feedback exchange with peers and supervisor (i.e., giving feedback, hearing feedback, and incorporating feedback into subsequent client work) appropriately during supervision sessions. This is evidenced by the implementation of feedback with clients and peers.</p>						
<p>The intern demonstrates good organization and task management skills, reports, notes, summaries, and all documents are maintained appropriately and completed by due dates</p>						
<p>The intern demonstrates professionalism by being on time, dressing appropriately, and by conducting themselves in a manner that is appropriate to the setting</p>						
<p>Notes:</p>						

Intern Disposition						
Cultural Humility	NA	0 Harmful Demonstration	1 Below Expectations	2 Meets Expectations	3 Above Expectations	4 Exceeds Expectations
The intern can recognize how their cultural identities and experiences affect their perspectives and has awareness of the cultural identities and experiences of others						
Mindfulness						
The intern demonstrates awareness of the present moment, observing their thoughts and feelings without judgment, and can be present in the here and now of session and supervision						
Engagement						
The intern demonstrates an emotional involvement and commitment to their own personal and professional development						
Reflexivity						
The intern is aware and open to exploring their own belief systems, values, and needs,						

and their impact on relationships with self and others (peers, supervisors, faculty, clients)						
Curiosity						
The intern demonstrates an eagerness for understanding leading to future inquiry						
Integrity						
The intern engages in consistent commitment to upholding the ethics and values of the counseling profession						

Core Counseling Knowledge and Skills						
PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	NA	0 Harmful Demonstration	1 Below Expectations	2 Meets Expectations	3 Above Expectations	4 Exceeds Expectations
The intern adheres to 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).						

SOCIAL AND CULTURAL DIVERSITY						
The intern understands guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities (3.B.10)						
HUMAN GROWTH AND DEVELOPMENT						
The intern understands biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness (3.C.10)						
CAREER DEVELOPMENT						
The intern understands approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors (3.D.2)						
COUNSELING AND HELPING RELATIONSHIPS						
The intern can implement theories and models of counseling, including						

relevance to clients from diverse cultural backgrounds (3.E.1)						
The intern can utilize interviewing, attending, and listening skills in the counseling process (3.E.9)						
GROUP COUNSELING AND GROUP WORK						
The intern demonstrates culturally sustaining and developmentally responsive strategies for designing and facilitating groups (3.F.8)						
ASSESSMENT AND TESTING						
The intern understands procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide (3.G.13)						
Notes:						

I certify with my signature within Tevera that the information presented in this Internship Rating Scale has been discussed and agreed upon between student and supervisor.

Student Signature

Date

Supervision/Instructor/Advisor Signature

Appendix H: Site and Supervisor Evaluation Form

Practicum/Internship Site and Supervisor Evaluation Form (COUNSELING 1008)

Directions: All practicum/internship students are required to complete an evaluation of their site and supervisor at the conclusion of the course. Please note that this evaluation will be kept confidential and will not be shared with your site or supervisor. This information helps the program assess the quality and effectiveness of clinical sites and supervisors so that we may improve practicum/internship opportunities in the future.

Name of Student:

Name of Supervisor:

Name of Site:

Date:

Use the scale provided below to rate your practicum/internship site and supervisor by circling the appropriate number:

1 = Strongly Disagree

2 = Somewhat Disagree

3 = Somewhat Agree

4 = Strongly Agree

Site Evaluation	
The site provided me with sufficient orientation to its mission, purpose, culture, policies and procedures	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
The staff were open and helpful to my experience	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
The tasks and experiences helped me meet my learning goals and objectives	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
I would recommend this site to future students	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Supervisor Evaluation	
My supervisor was conscious of my needs as a student	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
My supervisor made my responsibilities clear to me	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
My supervisor assigned an appropriate amount of work	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

My supervisor provided regular supervision and assistance	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
My supervisor provided me regular and helpful feedback of my performance	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
I would recommend this supervisor to future students	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Comments: (Please provide a specific explanation for any rating of 1 or 2)

Student Signature:

Date:

Appendix I: Spring Semester Core Disposition Evaluation



This evaluation is to be performed by the student's major advisor (faculty).
The counselor education program faculty systematically assess each student's professional dispositions throughout the program. (CACREP 2024 Standard 2.22.b)

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

- 0 = Harmful Demonstration (equivalent to a C+ or significantly below minimum performance expectations)
- 1 = Below Expectations (equivalent to a B- or below minimum performance expectations)
- 2 = Meets Expectations (equivalent to a B)
- 3 = Above Expectations (equivalent to a B+ or A-)
- 4 Exceeds Expectations (equivalent to a A)

Comments:

Mindfulness: The student demonstrates awareness of the present moment, observing their thoughts and feelings without judgment

- 0 = Harmful Demonstration (equivalent to a C+ or significantly below minimum performance expectations)
- 1 = Below Expectations (equivalent to a B- or below minimum performance expectations)
- 2 = Meets Expectations (equivalent to a B)
- 3 = Above Expectations (equivalent to a B+ or A-)
- 4 Exceeds Expectations (equivalent to a A)

Comments:

Engagement: The student demonstrates an emotional involvement and commitment to their own personal and professional development

- 0 = Harmful Demonstration (equivalent to a C+ or significantly below minimum performance expectations)
- 1 = Below Expectations (equivalent to a B- or below minimum performance expectations)
- 2 = Meets Expectations (equivalent to a B)
- 3 = Above Expectations (equivalent to a B+ or A-)

- 4 Exceeds Expectations (equivalent to a A)

Comments:

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)

- 0 = Harmful Demonstration (equivalent to a C+ or significantly below minimum performance expectations)
- 1 = Below Expectations (equivalent to a B- or below minimum performance expectations)
- 2 = Meets Expectations (equivalent to a B)
- 3 = Above Expectations (equivalent to a B+ or A-)
- 4 Exceeds Expectations (equivalent to a A)

Comments:

Curiosity: The student demonstrates an eagerness for understanding leading to future inquiry

- 0 = Harmful Demonstration (equivalent to a C+ or significantly below minimum performance expectations)
- 1 = Below Expectations (equivalent to a B- or below minimum performance expectations)
- 2 = Meets Expectations (equivalent to a B)
- 3 = Above Expectations (equivalent to a B+ or A-)
- 4 Exceeds Expectations (equivalent to a A)

Comments:

Integrity: The student engages in consistent commitment to upholding the ethics and values of the counseling profession

- 0 = Harmful Demonstration (equivalent to a C+ or significantly below minimum performance expectations)
- 1 = Below Expectations (equivalent to a B- or below minimum performance expectations)
- 2 = Meets Expectations (equivalent to a B)
- 3 = Above Expectations (equivalent to a B+ or A-)
- 4 Exceeds Expectations (equivalent to a A)

Comments:

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

- 0 = Harmful Demonstration (equivalent to a C+ or significantly below minimum performance expectations)
- 1 = Below Expectations (equivalent to a B- or below minimum performance expectations)
- 2 = Meets Expectations (equivalent to a B)

Appendix J: Retention and Dismissal Policies

Retention Policy

The 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

References

- American Counseling Association. (2014). 2014 ACA Code of Ethics.
<https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf>
- Borders, L.D., Glosoff, H.L., Welfare, L.E., Hays, D.G., DeKruyf, L., Fernando, D.M., Page, B. (2014). Best practices in clinical supervision: Evolution of a counseling specialty. *The Clinical Supervisor*, 33(1), 26-44. <https://doi.org/10.1080/07325223.2014.905225>
- Ratts, M. J., Singh, A.A., Nassar-McMillan, S., Butler, S.K., Rafferty-McCullough, J. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling & Development*, 44(1), 28-48.
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