

**2023-2024 Annual Report**  
**Department of Counseling**  
**Idaho State University**

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**Idaho State University**  
**2023-2024 CACREP Annual**  
**Report**

**Introduction**

The Idaho State University Department of Counseling was created in 1958, awarded its first degrees in 1960, and became the first counseling program in the United States to be CACREP accredited in 1981. The principal mission of the Department of Counseling is to prepare quality counselors for various settings in Idaho and the nation. More specifically, we seek to prepare quality School Counselors for public schools in K-12 settings; Marriage, Couple and Family Counselors; Clinical Mental Health Counselors; and Clinical Rehabilitation Counselors for community agencies and other mental health settings, and Student Affairs Counselors for working in college settings such as advising, residence halls, and career centers. Our most recent CACREP re-accreditation was in Fall of 2018, and we currently operate under the 2016 CACREP standards.

We currently offer a master's degree (MCOUN) in counseling and a doctorate (Ph.D.) in Counselor Education & Counseling. Both 60-hour programs are housed in the Department of Counseling within the College of Health (COH), under the Kasiska Division of Health Sciences (KDHS). We have five counseling specialties for students to select from: Clinical Mental Health Counseling; Clinical Rehabilitation Counseling (not yet accredited); Marriage, Couple, and Family Counseling; School Counseling; and Student Affairs Counseling. Both our masters and doctoral programs boast a consistent 100% job placement rate for our graduates. In addition, we offer an Animal Assisted Intervention Certificate, and an Education Specialist degree in counseling (Ed.S.).

The Department of Counseling's Masters of Counseling program objective is to prepare students to be professional counselors with strong professional identity, a rich knowledge base, and expertise in the skills of counseling are essential to functioning as a professional in each counseling setting. As members of the counseling profession, and members of the American Counseling Association, we actively support our profession's efforts to promote the professional development of counselors, advocate for the profession, and ensure ethical, culturally-inclusive practices that protect those using counseling services. In addition, we prepare doctoral level counselor educators and supervisors to work primarily in institutions of higher learning as faculty members.

We believe it is also our mission to:

- Instill a strong sense of professional identity in students,
- Help students gain an appreciation of the rich knowledge base in the profession of counseling,
- Develop student expertise in the skills of counseling,
- Aid students to become licensed and/or certified,
- Aid students/graduates in their initial job placement,

- Teach and perform research applicable to the practice of counseling, counselor education and supervision,
- Aid students in understanding the diversity of views and cultures within our profession and the environment in which counselors practice.

The Department of Counseling also has a mission within the Kasiska Division of Health Sciences, College of Health, which is to represent the mental health perspective within the Division and to consult with Division faculty and departments encouraging a holistic perspective for health care services.

### *Current Accreditation Information*

Currently, 5 out of our 6 specialty areas are CACREP accredited. The Clinical Rehabilitation Counseling (CRC) Program is **not** currently accredited under the 2016 Standards. The Idaho State University Department of Counseling developed and implemented the CRC Program in the Fall of 2020 in response to the discontinuation of the University of Idaho’s CRC Program. ISU’s creation of the CRC program ensures that graduate counseling programs specifically for CRC students continue to be offered in the state of Idaho.

The ISU Department of Counseling curriculum is offered at two (2) sites/locations: Main Campus in Pocatello, Idaho, and at a campus in Meridian, Idaho. Although the curriculum is offered at both sites, the Department of Counseling remains a singular, unified program. Specialties offered by each site are below:

<b>Site</b>	<b>Program/Specialties Offered</b>
Pocatello	<ul style="list-style-type: none"> <li>• Clinical Mental Health Counseling</li> <li>• Marriage, Couple &amp; Family Counseling</li> <li>• College Counseling &amp; Student Affairs</li> <li>• School Counseling</li> <li>• Clinical Rehabilitation Counseling</li> </ul>
Meridian	<ul style="list-style-type: none"> <li>• Clinical Mental Health Counseling</li> <li>• Marriage, Couple &amp; Family Counseling</li> <li>• Clinical Rehabilitation Counseling</li> </ul>

At both the Pocatello and Meridian sites, all curriculum is offered in-person, with some use of distance learning technology between campuses. The ISU Department of Counseling’s distance learning technology allows students at Pocatello and Meridian sites to share the same classroom in real time. Aside from temporary adjustments to delivery methods necessitated by the COVID-19 pandemic, no significant changes occurred in the program delivery method since the last site visit.

## **SECTION I: CHANGES IN PROGRAM OPERATION**

### *Changes in Organizational Structure*

Current department organizational structure is detailed in the chart below. Regarding significant changes since our last annual report, we have lost some faculty, added some faculty, and have a current faculty line open

<b>Current Departmental Organization Chart</b>
<b>Chair</b>
Dr. David Kleist (Full Prof)
<b>Associate Chair</b>
Dr. Elizabeth Horn (Full Prof)
<b>Full Professors</b>
Dr. Leslie Stewart, Dr. Chad Yates
<b>Associate Professor</b>
Dr. Leila Roach
<b>Assistant Professors</b>
Dr. Renee Howells, Dr. Hana Meshesha, Dr. Alex Gantt-Howery, and Dr. Ngoni Mpofu. [Open faculty line representing departure of Dr. Sacco in SU 2024]
<b>Clinical Directors</b>
Dr. Shawn Parmanand-Poc. Dr. Anna James Krzemieniecke-Meridian
<b>Administrative Assistants</b>
Pocatello: Angie Sistrunk, Nichole Jenson; Meridian, Mikayla Miller

*Changes in Budget/Funding Support*

The Department of Counseling, now with ten tenure track lines, two Clinical Directors, and three Admin Assistants, continues to receive substantial financial support to maintain operations and growth. The current departmental budget is over \$1.5M. We have been very grateful for the continued support from all levels of ISU administration.

*Student Enrollment*

Overall enrollment in the Masters of Counseling program increased to 95 master's students in the Spring of 2024 and 98 master's students in the Fall of 2024. The ISU Department of Counseling's development and addition of the Clinical Rehabilitation Counseling specialty has contributed to program growth and steady numbers since the CRC's inception in 2020. At the time of this report, our counseling program has ten full-time tenure track faculty lines (6 full-time tenure track faculty on our campus in Pocatello, four full-time tenure track faculty on our Meridian campus), and then 1 non-tenure track line in Meridian at .75 FTE serving as Clinic Director for our Meridian Counseling Clinic, and one non-tenure track line

in Pocatello at .5 FTE serving as Clinic Director for our Pocatello Counseling Clinic). These two non-tenure track staff (titled as Clinical Assistant Professors in ISU's system) serve as adjunct faculty as needed, such as this present year (i.e., the Pocatello non-tenure track faculty- Dr. Parmanand, fulfilling the equivalent of a .13 FTE beyond their clinic director duties by teaching COUN 6621 as this was a class taught by the recent departure of a tenure track faculty).

### *Changes in Technology*

No significant technological changes have occurred since the last site visit in 2017. However, changes are on the horizon as we received approval from the ISU Administration to use Department reserve funds to update eight Meridian Counseling Clinic computers and completely remodel the Pocatello Counseling Clinic/ training rooms with new furniture, cameras, microphones, and monitors. In addition, we are looking to replace our use of Panopto as our current contract expires on 7/1/2025. We are exploring options with the need to spend the supported reserve expenditure before 7/1/25.

The Department has decided to move to Tevera for our student learning management program, away from Taskstream. We found Taskstream cumbersome and not user-friendly. We have slowly integrated Tevera into tracking student learning outcomes in our clinical courses with plans to expand across all classes during the spring of 2025.

### *New Non-Accredited Specialty Areas or Certificate Programs*

Our department offers one non-accredited certificate program- Dr. Stewart's Animal Assisted Interventions in Counseling Certificate Program. Dr. Stewart's program has experienced great success in the past year(s) and has sustained steady growth since its inception. She has added a Resilience and Relationships class at the Zoo, which has gained great interest from students and the larger community. Her work with the ROAR lab led to her second trip abroad to an international conference where she's taken several doctoral and master's students to present research.

## **SECTION II: FACULTY**

### *Faculty Makeup*

The ISU Department of Counseling currently has ten tenure-track core faculty lines. One of our tenure-track lines is vacant as of Fall 2024. This line is the sole faculty line for the school counseling program. We are actively engaged in a search to fill this position for the Fall of 2025.

*New Core Faculty Members*

Since our last annual report, the department has hired one new Core Faculty.

<b>Name</b>	<b>Employment Year</b>	<b>Degree/ Major</b>	<b>Professional Memberships</b>	<b>Licenses/ Certifications</b>
Leila Roach	Fall 2024	Ph.D. Counselor Education & Supervision	International Association for Marriage and Family Counselors  Association for Spiritual, Ethical, and Religious Values in Counseling  Association for Counselor Education and Supervision  Chi Sigma Iota  American Counseling Association	Licensed Mental Health Counselor (Florida )  National Certified Counselor (NCC)  Licensed Marriage and Family Therapist (Florida)

### *Core Faculty FTE Total*

The ISU Department of Counseling's intention for growth is directly tied to the number of full-time core faculty, and part time adjunct faculty who deliver our program. At the time of this report, our counseling program has 10 full time tenure track faculty (6 full-time tenure track faculty (one currently vacant) on our campus in Pocatello, 4 full time tenure track faculty on our Meridian campus), and then 1 non-tenure track line in Meridian at .75 FTE serving as Clinic Director for our Meridian Counseling Clinic, and 1 non-tenure track line in Pocatello at .5 FTE serving as Clinic Director for our Pocatello Counseling Clinic). These two non-tenure track staff (titled as Clinical Assistant Professors in ISU's system) serve as adjunct faculty as needed

As of fall 2024, we have a total of 112 students, full-time equivalent students (17 doctoral students, of which 9 are in Pocatello and 8 in Meridian; and 95 master's students, 43 in Meridian and 52 in Pocatello).

Given our present staffing, our overall program goal for each year is for 18 doctoral students (we presently have 17) and 108 master's students (i.e., roughly speaking, a goal of 32 in Pocatello and 24 in Meridian for each fall incoming cohort). We do not set admittance caps, ceilings, or minimums for each specialty program area. As stated earlier, we do not utilize a quota system per specialty program area. We identify as the Department of Counseling, not a department comprised of counseling specialty programs. Broadly speaking, since adding two new faculty lines since our last re-accreditation and now having six tenure track lines in Pocatello and four in Meridian, we focus on keeping full-time counseling student equivalent numbers to approximately 126,

### **SECTION III: CURRICULUM**

Since our midcycle CACREP report, we have changed the name of our course COUN 6614 from Human Growth & Development to COUN 6614 – Lifespan Development, and we have also increased COUN 6614 from 1 credit to 2 credits. Additionally, we combined our two counseling theory courses (COUN 6627 and COUN 6628) into a single 3-credit hour course, COUN 6627 – Theories of Counseling, which will be taken in the fall semester. We also added an additional credit to COUN 6625 – Crisis Intervention & Trauma Counseling Theory, which is now 3-credits. Our last change was combining our assessment and diagnosis class into a 3-credit hour class, COUN 6612 – Assessment & Diagnosis in Counseling.

The addition of these courses allowed us to deliver coverage of CACREP standards relevant to both topics in a stand-alone course rather than by integrating elements of those standards within other core courses. We believe that this decision supports our goal of continuously striving towards excellence by allowing us to ensure that the spirit of these standards are even more thoroughly covered and assessed.

We also added another credit hour to COUN 6624 Cultural Foundation class to better address CACREP standards relevant to cultural foundations.

#### **SECTION IV: CLINICAL INSTRUCTION**

##### *Supervision Ratios for Practicum/Internship*

No significant changes occurred in supervision ratios in practicum/internship since the last site visit. During practicum, our students are required to have 1 hour per week of individual/triadic supervision with their site supervisor and their faculty supervisor, totaling 2 hours of individual/triadic supervision per week. During internship, our students are required to have 1 hour per week with their site supervisor (s) and their doctoral student supervisors. Our doctoral students provide faculty-supervised individual/triadic supervision for our internship students. Internship students are typically required to have two internship sites, meaning they receive 3 hours of individual/triadic supervision per week. Additionally, internship students participate in 90-minute weekly group supervision labs facilitated by doctoral students under supervision. Our doctoral students facilitate lab groups, and all groups are overseen by program faculty. Each semester, we offer multiple sections of internship lab so none of the lab groups exceed the 1:12 ratio of students per doctoral supervisor.

##### *Clinical Instruction*

Since the last site visit, no significant changes occurred in clock hour requirements, supervisors' qualifications and requirements, or practicum and internship site placements. We continue to exceed the CACREP Standard of a 600-hour internship with a 900-hour internship and a 100-hour practicum. This ensures that our graduates are eligible to apply for the Idaho Licensed Professional Counselor (LPC) credential upon graduation.

#### **SECTION V: PROGRAM ASSESSMENT & EVALUATIONS**

The ISU Department of Counseling believes a holistic approach to program evaluation is essential to ensuring that we meet and potentially exceed our program objectives and overall quality. As such, we use multiple metrics and sources of data to assess the achievement of program objectives, including an annual faculty review meeting, surveys to stakeholders, national counselor examination scores, student disposition assessments, grade point average, clinical performance evaluations, attainment of student learning objectives, and an assessment of curricular offerings. While each of these individual sources of data is informative, it is important to understand the overall picture that the relationship between the combined data sources creates to assess our program from a holistic perspective.

##### *Annual Faculty Review Meeting*

In addition to continuously assessing program objectives throughout each year in bi-weekly faculty meetings, The ISU Department of Counseling holds a formal annual review meeting in the late spring of each semester. During Annual Faculty Review



In meetings, we holistically assess program objectives, make program adjustments, and review the progress and dispositions of each student in both our master's and doctoral programs.

### *Survey to Stakeholders*

Each year, our department holds a meeting with our departmental Advisory Board. During this annual meeting, we update advisory board members about progress and changes in our program since the previous year's meeting. We also elicit feedback and recommendations from advisory board members on any changes or improvements they think are necessary for our department and our program.

To integrate feedback and suggestions about incorporating more play therapy and a child-centered curriculum, the Counseling Department created a counseling children and adolescents in a school settings course within the School Counseling program.

Based on recommendations from the advisory board, we also developed an elective on telehealth counseling, recognizing its increasing importance as we support students working across state lines, particularly in internship and practicum settings. Additionally, we created new policies in our fieldwork manual to establish guidelines that ensure ethical and effective telehealth practices aligned with state and national regulations."

We also elicit feedback from employers of our graduates regarding the quality of our graduates' preparation, skills, dispositions, and professional comportment. The results of those surveys may be seen in our [Annual Program Report Summary](#). Surveys have shown positive results from both master 's-level counseling students and doctoral-level counselor educators, reflecting satisfaction with the training experiences provided.

### *National Counselor Examination*

Another metric used to determine the quality of the program's preparation are the scores achieved by students on the national counselor examination. This exam is required of all master's students in the spring quarter of their second year. Scores for students are compared to the national average. ISU's students have consistently been within a standard deviation of mean scores across the nation. Their pass rates are reflected in the following table:

Academic Year: 2023-2024

Percentage of Students Who Passed: 100%

### *Certified Rehabilitation Counselor Certification (CRC)*

Specialty certification is another metric used to determine the quality of certain specialty practice areas that have their credential requirements. Our clinical rehabilitation counseling program has such an exam and specialty credential. This exam is required of all CRC master's students in the spring quarter of their second year. Scores for students are compared to the national average. ISU's students have consistently been within a standard deviation of mean scores nationwide. Their pass rates are reflected in the following:

Academic Year: 2023-2024

Percentage of Students Who Passed: 100%

### *Assessment of Students*

The ISU Department of Counseling implements a multifaceted process of continuous advisement and assessment throughout a student's enrollment in the program. The continuous review process is both formal and informal. Formal processes involve semester-by-semester assessment of core dispositions, supervisor midterm and final evaluations, semester grades, and clinical skill review (i.e., Practicum Rating Scale and the Internship Rating Scale) during clinical track semesters. Formal processes also include the measurement of students' mastery of the CACREP standards that are part of each KPI. Evaluations of these KPIs are tracked through Taskstream, an electronic assessment management and performance-based instruction tool. Informal processes involve attention to day-to-day interactions within the Department with peers, clients, and faculty. Both students and faculty members are provided with many opportunities to assess the student's compatibility with our program and the student's progress toward completing our graduate program.

In addition to continuous assessment and evaluation of student classroom/academic performance and clinical performance as listed below, the department also continuously evaluates students on certain non-academic conditions essential to counselor development and competency in the counseling profession. Such conditions include professional comportment, professional dependability, and operationalized core dispositions.

The ISU Department of Counseling's core dispositions are comprised of 7 operationally defined areas that provide a framework for student educational experiences and evaluation throughout the program. Core Dispositions include: Cultural Humility, Mindfulness, Engagement, Reflexivity, Curiosity, Integrity, and Empathy.

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

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

### *Class Performance*

The ISU Department of Counseling requires all students to meet continuation standards related to academic competence. In addition to maintaining a cumulative average GPS of 3.0 (B) or above, master's students must also earn a B or higher in three (3) clinical track classes in order to continue in the program:

- COUN 6696 Pre-practicum Counseling Techniques
- COUN 6621 Counseling Ethics
- COUN 6624 Cultural Counseling

Master's students earning a B- or lower in any of the aforementioned specific courses or a B- or lower in 6 credits *or* overall GPA will be dismissed from the program and must petition and gain approval from the graduate faculty in the department in order to continue in the program. The department follows the Appeal Process detailed in the Appeals and Dismissal section of the ISU Graduate Catalogue.

### *Clinical Performance*

The ISU Department of Counseling requires students to meet continuation standards related to clinical competence. Students must earn a grade of B or higher in both Practicum and Internship in order to remain in the program. In both Practicum Lab and Internship Lab, students earning an Unsatisfactory grade will incur a penalty to their overall letter grade in and will be placed on a Professional Progression Plan (PPP), which serves as our departmental remediation plan. Earning 2 Unsatisfactory grades in Practicum or Internship will result in dismissal from the program.

To evaluate clinical skill performance, the department uses the Practicum Rating Scale and the Internship Rating Scale from faculty and/or site supervisors every semester, at mid-term and end of semester.

### *Attainment of Student Learning Objectives (SLOs)*

Student learning objectives that align with the 2024 CACREP standards are associated with designated Key Performance Indicator (KPI) assignments within each course for both master's and doctoral students. These assignments will be submitted via the learning management system (Tevera) each semester and then graded/evaluated using department-developed KPI rubrics. The Department of Counseling is currently transitioning to using Tevera for KPI management and will be complete by the Spring 2025 Semester. Each KPI rubric includes a designated evaluative section for each CACREP standard assessed.

In the Master's of Counseling Program, students are required to complete a Capstone Poster Presentation demonstrating their ability to conceptualize their work with a current client through the theoretical lens of their choosing, while simultaneously attending to relevant legal, ethical, and multicultural considerations, treatment planning, clinical

documentation, and client assessment. Poster content requirements vary slightly as appropriate to specialty area:

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

All students presenting for their oral exam poster are required to attend the event. Each student will be assigned a designated period to deliver their presentation and will present their poster to a review committee comprised of the student's committee chair, one additional faculty member, and a doctoral student. This committee will assess and critique the student's work. Following the student's formal presentation, the committee will assign a passing or not passing grade. The grade must be passing for the student to complete this program requirement.

If a student's oral exam poster is judged to be not passing, the committee will develop a remediation plan to be approved by the faculty. The student's committee chair, with guidance from the faculty, will determine the timeline for the oral exam poster remediation.

In the Doctoral Program, students are required to participate in a comprehensive exam experience that includes an oral and a written component. The Comprehensive Exam process lasts seven (7) days and is scheduled in early February of a student's second year.

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

Successful completion of the oral examination is based upon a vote of the faculty. A "pass" grade on the oral exam requires a pass vote by at least 75% of the faculty present for the exam. If the student receives a "conditional pass" (a vote of passing by a majority of the faculty present for the exam, but less than 75%), the student will be provided a prompt for the written exam (developed by their department doctoral committee) designed to remediate their knowledge of CACREP standards rather than one being focused on the student's scholarly agenda. If the student fails the oral comprehensive examination (determined by a fail vote by the majority of faculty present for the exam), The student's department doctoral committee will develop a Professional Progression Plan (PPP), which will provide a formal remediation plan that could result in dismissal from the doctoral program if the PPP requirements are not fulfilled as stipulated.

After successfully completing the oral examination, the student will be approved to sit for the written component of the comprehensive examination.

For the written exam, students will receive one written prompt (developed by their department doctoral committee) that will be used to guide the student's development of a conceptual counseling journal article. The written exam will be the student's solo-authored work. Upon submission of the written comprehensive examination, a faculty editorial board (comprised of two or more faculty but not the student's doctoral advisor) will review the student's manuscript. If the student receives a "pass" on the written exam, they will be required to address all suggestions made by the faculty editorial board and then submit the completed manuscript to a journal agreed upon by the student and their doctoral advisor. Students will share the verification of their submission with their department doctoral committee members. A student who receives a "conditional pass" on the written exam will be required to revise and resubmit their work to their department doctoral committee within one week from notification of the results. If after the revise and resubmission process, the student's work is considered incomplete or contains significant content, editing, or formatting concerns, the student's department doctoral committee will develop a PPP providing a formal remediation plan that could result in dismissal from the doctoral program if the PPP requirements are not fulfilled as stipulated. If the student receives a "fail" on the written exam, the student's Department doctoral committee will develop a PPP providing a formal remediation plan that could result in dismissal from the doctoral program if the PPP requirements are not fulfilled as stipulated.

### *Assessment of Curricular Offerings*

Program faculty review all curricular offerings during the Annual Faculty Review Meeting and the Annual Advisory Board Meetings to assure adherence to CACREP standards and relevance to the profession. Excluding the new Clinical Rehabilitation Counseling Program, no major changes occurred to CACREP standard course objectives as defined on the syllabus of each course since the last site visit in 2017.

## **SECTION VI: PROGRAM IMPROVEMENT & INNOVATION**

Since our last annual report, program innovation includes planning and purchasing significant technological enhancements and recording capabilities across campuses. These upgrades have improved our ability to support students in in-person and remote settings, allowing for more effective supervision, training, and feedback through high-quality video and audio recording equipment. This technology facilitates timely feedback for students and enables seamless virtual collaboration with supervisors and faculty, further enriching the learning experience.

Our primary focus as a department is preparing to seek accreditation for the new Clinical Rehabilitation Counseling (CRC) program and expanding our affiliated internship sites to better serve this specialized area. Additionally, we are completing our re-accreditation self-study for our other accredited programs, ensuring that our offerings meet the highest standards of quality and rigor.