# Idaho State University

# Master of Counseling (M.COUN) Student Handbook
# 2025-2026

Idaho State University | Department of Counseling

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

Dear Incoming Fall 2025 Cohort:

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

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

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

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

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

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

Warm Regards,

The Department of Counseling Faculty and Staff

DEPARTMENT OF COUNSELING

IDAHO STATE UNIVERSITY

POCATELLO, IDAHO 83209 / MERIDIAN, IDAHO 83642

## Student Responsibility Form

I understand that I am responsible for reading and abiding by all the information presented in *both* the Master's of Counseling Graduate Program Handbook and the Master's of Counseling Fieldwork Handbook. My signature on this form indicates that I have reviewed the manuals carefully and understand I am responsible for knowing and abiding by the material therein. My signature also acknowledges that the policies within these manuals are subject to change at any point throughout the academic year.

As presented in the manuals, I understand that success in the Master's of Counseling program is not guaranteed and is predicated on my commitment to and demonstration of including but not limited to the standards and requirements of the American Counseling Association Code of Ethics, the Council for Accreditation of Counseling and Related Educational Programs, the Idaho State University (ISU) Department of Counseling core dispositions, the Multicultural and Social Justice Competencies, and the policies and procedures of the Department of Counseling at ISU. I also understand that my success in this program comes through academic as well as relational and dispositional achievement. If I have questions concerning these materials, I will ask for clarification in COUN 6621 (Professional Orientation and Ethics), from a faculty member in COUN 6697L (Practicum in Counseling Lab) or COUN 6698L (Internship in Counseling Lab), or my faculty advisor.

I have downloaded copies of the Master's of Counseling Graduate Program Handbook and the Fieldwork Handbook, and understand that I am responsible for the information presented therein.

_____

Student's Printed Name

_____

Student's Signature

_____

Date

Contents

# Program Policies & Procedures

## Mission Statement

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

## Objectives

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

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

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

1. Develop a strong sense of professional counseling identity and ethical practice.

2. Facilitate student exploration of the meaning and practice of culturally competent counseling and exploration of personal biases, privileges, and identities.

3. Prepare students to conceptualize clients from a developmental perspective and consider how this may impact client experiences throughout the lifespan.

4. Prepare students to work with clients in any stage of career development and life-work balance.

5. Provide students with a foundational knowledge of counseling skills and building therapeutic relationships.

6. Prepare students to engage with group counseling facilitation and systems approaches.

7. Prepare students to be competent in clinical assessment, program evaluation and consumers and producers of knowledge.

## Department of Counseling Philosophy

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

- Individuals have a self-actualizing tendency, characterized by positive growth, change, and self-responsibility.

- The counseling relationship is best developed through such interpersonal qualities as warmth, genuineness, respect, involvement, commitment, and congruence and in a setting of equality, cooperation, and mutual respect.

- The counselor supports the client's autonomy for making choices in their lives and in their interaction with their environment.

- All individuals should be treated with respect, dignity, and worth.

- As a result of the counseling process, clients may better understand their perceptions, attitudes, and behaviors; this may contribute to changes in client's self-perceptions, behaviors, and/or decision-making processes.

- The professionally trained counselor demonstrates the intentional application of a counseling theory/model, characterized by the recognition of the need to work with a client in a variety of areas including cognitive processes, feelings, and intra- and interpersonal behavioral processes.

- Counselors identify and understand the socio-cultural environment(s) in which they and clients exist.

- As described by the American Counseling Association Code of Ethics (2014, p. 3), the counseling relationship "empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

## Department of Counseling Goals & Objectives

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

The Master of Counseling degree is designed to be the strong foundation upon which graduates enter a lifetime career in the counseling profession. This program prepares counselors to respond

to the multitude of societal changes and the ever-expanding counseling profession. In addition to knowledge and experience in the following eight common-core areas, graduates have specialized knowledge and skills as identified in the objectives of the Marriage, Couple, and Family Counseling; Clinical Mental Health Counseling; Clinical Rehabilitation Counseling; School Counseling; and Student Affairs Counseling specialty practice areas. For more specific details, please reference the Council for Accreditation of Counseling and Related Educational Programs.

## Curricular Objectives

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

1. Students will know human growth and development to understand the nature and needs of persons at all developmental levels and in multicultural contexts.

2. Students will know the social and cultural foundations to be effective in a multicultural and diverse society.

3. Students will be knowledgeable and skillful in counseling and consultation processes.

4. Students will be knowledgeable about group development, dynamics, counseling theory, group counseling methods, and group work approaches.

5. Students will be knowledgeable and understand career development and related factors.

6. Students will understand and be knowledgeable about individual and group approaches to assessment and evaluation.

7. Students will be knowledgeable about various research methods and statistical analysis, needs assessments, and program evaluation.

8. Students will be knowledgeable about the profession of counseling including history, organizational structures, ethics, standards, and credentialing.

## Student Professional Objectives

In addition to the above curricular objectives, the Department of Counseling has program-specific objectives. These include:

1. School Counseling students will obtain certification as school counselor.

2. Clinical Rehabilitation Counseling students will obtain certification as certified rehabilitation counselors

3. Students in all specialty practice areas (Marriage, Couple, and Family Counseling; Clinical Mental Health Counseling; Clinical Rehabilitation Counseling; School Counseling; and Student Affairs) will obtain appropriate state licensure as professional counselors.

Department Policy on the USE of Artificial Intelligence (AI)

The Department of Counseling recognizes the creative and output potential of using artificial intelligence to produce academic work and complete assignments. As a department, we want to encourage student literacy in using artificial intelligence as a support tool in professional development and increasing competitiveness in the employment market. However, AI is not a replacement for students developing human cognitive abilities in the multidimensional and complex counseling field. It is the department's position that AI, although useful as a personal learning assistant, cannot replace author perspectives and nuances required in the gathering, sorting, and synthesizing of information to the levels expected in graduate-level professional academic work and clinical experiences. Therefore, students are encouraged to use AI thoughtfully and responsibly. Students are expected to submit their original work, from idea generation to final product. Students are responsible for reading each course syllabus for additional information and unique guidelines regarding the responsible use of artificial intelligence.

## Counselor Self-Awareness

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

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

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

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

- Exploring one's own family of origin through such assignments as completing a family genogram.

- Identifying biases and assumptions through such assignments as completing a counselor self-awareness and other worldview's awareness project.

- Receiving feedback on how others experience and perceive one another through such requirements as COUN 6696: pre-practicum and the COUN 6677: Experiential Group Activity.

- Receiving feedback in individual/triadic and/or group supervision.

As faculty endorse the value of the counselor's personhood in the counseling process, feedback will be related to each student as a counselor. Active involvement in

self-awareness and personal growth is an integral and necessary component of the counseling program.

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

In addition to success in academic coursework, certain non-academic conditions are essential to counselor development and competency in the counseling profession. As such, certain non-academic conditions may limit the student's ability to work with others in class, practicum, or internship settings. For this reason, should the faculty, supervisors, and/or course instructors note any problems of professional competence in judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. If such problems of professional performance are not successfully addressed through remediation measures, students may be delayed or dismissed from the program.

The Department of Counseling values students' mental health and encourages students to engage in self-care as described by the American Counseling Association Code of Ethics (2014; see Section C). Such self-care may include engaging in counseling services.

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

## Professional Comportment

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

Guidelines for Professional Attire

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

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

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

*Business Casual Attire*
- Different settings, cultures, and geographical regions/climates may have varied ideas about what constitutes business casual attire. Students are responsible for understanding the dress code conceptualization for their academic, professional, and clinical settings. For example, attire that is considered business casual in the Rocky Mountain region might differ from other regions (i.e., American Rehabilitation Counseling Association and National Rehabilitation Counseling Association, American Counseling Association, Idaho Counseling Association Conference, Idaho School Counseling Association Conference, etc.). If you have questions about this, please feel free to consult your faculty.

- Despite variances in business casual conceptualizations, students are expected to generally avoid clothing that would be defined as beachwear, sportswear, or athleisure (e.g., baseball caps, camisole-style tanks or halters, shorts, yoga or gym attire, flip-flops, and so on.)

- Reasonable exceptions may apply to professionals working in outdoor, athletic, adventure-based/ecotherapy, or animal-assisted intervention settings. If you have questions about this, please consult your faculty.

- For individuals who choose to wear makeup in professional settings, the Department of Counseling does not stipulate student choices about makeup or the lack thereof. The

Department of Counseling does not censor any individual makeup choices for students of any gender identity.

- Body art, hairstyle/color, and facial hair choices are expressions of personal identity that, unlike clothing, are not easy to 'change' when moving between professional and personal settings. The Department of Counseling does not stipulate or censor student choices about body art, hairstyle/color, or facial hair, provided that: Students are sensitive to any body art that overtly displays personal belief systems. Please remember that such items may activate previous experiences of marginalization in some students and clients. Students maintain appropriate hair (including facial hair) hygiene and maintenance.

*Attend to Personal Grooming and Hygiene*

- High standards of personal hygiene are expected of counselor educators/supervisors in most instances, barring reasonable and sometimes unavoidable exceptions for soil, sweat, and so on, for professionals engaging in sports, ecotherapy/adventure-based counseling, experiential activities, or animal-assisted interventions.

- In general, except in the situations described above, clothing should be clean and clothing fabric should be in generally good condition.

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

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

*Scents and Fragrances*

- Human sense of smell is closely associated with sensory memories, which can be both pleasant and unpleasant. Because we do not know which scents or fragrances may be activating to some students, supervisees, and/or clients, please avoid the use of strong personal fragrances, strongly scented grooming products, or essential oils in professional settings, and be mindful of potential body odors.

- Different individuals have differences in fragrance sensitivity. What may be barely detectable to one person can seem overpowering to another. Do not use essential oils and/or other room fragrances in shared spaces without the consent of all occupants.

*Clothing Coverage and Fit*

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

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

- For tops, such as shirts, sweaters, blouses, and so forth, make choices about necklines that don't dip far below 4 fingers from the collarbone; making choices about lengths that are either able to be tucked in, or that overlap the waist of pants, skirts, and so on. Sleeveless tops may be considered appropriate as long as camisole-style sleeveless tops are avoided. This applies to students of all gender identities.

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

## Professional Dependability

*Absences and Tardiness*

Masters students in the Department of Counseling are expected to gain prior approval for planned absences in classes, clinic duties, co-teaching experiences, and meetings. Approval must be gained from any applicable instructors, relevant supervisors, and student's advisor. This includes absences for personal reasons (i.e., trips, vacations, social events, time off, etc.) and professional reasons (i.e., conferences, professional development activities, professional service activities, etc.). For emergencies or other unforeseen/urgent absences, students must notify applicable faculty as soon as possible before the absence. Similarly, students must gain prior approval from relevant faculty to miss portions of a class or other professional responsibilities, such as arriving late or leaving early.

Please note that excessive absences or missed responsibilities will result in formal remediative actions, regardless of prior approvals.

*Individual Absences*

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

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

All gatekeeping courses have specific attendance requirements:

COUN 6696: The nature of this course makes attendance and participation very important. Attend each class and be a regular, appropriate, and knowledgeable participant in class discussions. Unexcused absences, excessive absences, and repeated tardiness or leaving class early will lower your final course grade by a minimum of one full letter grade. **If you miss more than 4 class sessions (6 hours of class time), you will need to meet with the instructor to determine a course of action for the class. This may include retaking the course.**

The nature of this course makes attendance and participation very important to your learning and the learning of your course cohort members. Attend each class and be a consistent, appropriate, and knowledgeable participant in class discussion. Prompt arrival to every class is requested.

Students are expected to communicate with the instructor about any anticipated class absences in advance. You have one "flex" day in case of illness, family obligation, or emergency. Should you miss more than one class or show a pattern of tardiness, we will schedule a meeting to explore how to appropriately support your learning in this course.

 Due to the nature of this core course, missing more than two class meetings (these two meetings must be considered 'excused' absences, excluding your one flex day) will result in a failing grade and potential dismissal from the program. This means that you have a total of three absences before course failure or program dismissal is considered. This attendance policy is uniform across all core courses of COUN 6621, 6696, and 6624.

*Interpersonal Behavior*

The Department of Counseling faculty recognizes that the interpersonal learning that occurs in cohort models and relationships with other peers, faculty, and instructors is an invaluable part of professional development and preparation for success as a future professional counselor. Masters students are expected to maintain appropriate professional boundaries in the department of counseling. During their time in the program, master's students are prohibited from engaging in personal friendships or romantic/sexual relationships with doctoral students, instructors, staff, or faculty.

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

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

Each master's cohort and group of cohorts has its own unique set of interpersonal dynamics. Learning to effectively navigate these dynamics healthily and productively is part of your

learning process; thus, faculty will generally avoid intervening or interfering with student interpersonal dynamics. Masters students are encouraged to use their counseling skills to navigate potential conflicts and to promote healthy and productive relationships with each other. Cohort and inter-cohort relational dynamics are expected to be compartmentalized in a way that prevents interference with other academic or professional roles, responsibilities, and collaborations.

## Diversity Statement

The Idaho State University Department of Counseling values cultural awareness and equity when interacting with others and oneself. Culture includes multiple dimensions that may not be initially visible to others (i.e., physical attributes). Our department emphasizes respect and affirmation for everyone, moving beyond mere tolerance, to actively promoting the dignity, well-being, worth, and potential of all people, including those from historically marginalized populations. As a result, our department opposes racial, discriminatory, and prejudiced acts.

## Non-Discrimination Statement

The Department of Counseling opposes discrimination against any individual based on age, culture, ability status, ethnicity, race, religion/spirituality, gender, gender identity and expression, sexual and affectional identity, marital/partnership status, language preference, socioeconomic status, social class, size, or unique physical characteristics. The Department emphasizes standards of excellence in equity, inclusion, and diversity within the framework of the Multicultural and Social Justice Counseling Competencies (MSJCC, Ratts et al., 2016).

## Syllabi Statements

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

## Idaho Code 67-5909D

Idaho Code 67-5909D was passed by the State of Idaho Legislature during the 2025 legislative session. This law places certain requirements and restrictions on state sponsored institutions of higher education as it relates to activities, instruction, and support services that may intersect with what the law refers to as "diversity, equity, and inclusion." The university has worked to meet its legal requirements under this law, including seeking lawful exemptions for academic programming that would otherwise be subject to the restrictions created under 67-5909D. If you have any concerns about the content of this course and its relationship to the concepts identified by this law, you are responsible for meeting with the Office of Academic Advising (askanadvisor@isu.edu) to raise those concerns prior to the close of the add/drop period and discuss the possibility of other appropriate enrollment options. By maintaining your enrollment in this class beyond the add/drop period you are acknowledging your choice to engage in the full

educational experience outlined in the syllabus, which may include assignments, discussion, readings, grading, etc., related to concepts identified under this law.

## Academic Freedom and Responsibility

In carrying out its educational mission, Idaho State University is committed to adhering to the values articulated in Idaho State Board of Education Policy III.B. Membership in the academic community imposes on administrators, faculty members, other institutional employees, and students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus of an institution.

## Academic Integrity

It is important that students submit their own, original (never previously used) work throughout the class. Submitting previously used work and/or work that is not your own original work is considered a violation in academic integrity. Academic Integrity is something that all students should know about and take measures to uphold – it ensures the value of your degree. The credibility of the university as a whole is diminished if academic integrity is not upheld.

*Types of Violations*
There are four types of academic dishonesty: (1) Plagiarism; (2) Fabrication; (3) Cheating; and (4) Aiding and Abetting Dishonesty.

***Plagiarism***: Plagiarism, in effect, means "stealing." The American College Dictionary defines it as "copying or imitating the language, ideas, and thoughts of another author and passing off the same as one's original work." Students are required to give proper credit to all sources of

information, whether in their written materials or in oral presentations.

***Fabrication***: Fabrication includes making up sources or information, omitting sources, distorting sources or information, and misrepresenting sources or information.

***Cheating***: Cheating includes but is not limited to the following:

- using forbidden items during a test or exam (phones, files, books, notes, etc.)
- obtaining tests from previous classes
- collaborating with another on individual assignments when you are expected to work alone
- using another's assignment, ideas, or sources
- using your own previously submitted work from another class
- obstructing or changing grades received

- submitting assignments that you did not write (as with contract cheating or AI-generated material). Note: relying on generative Artificial Intelligence (AI) platforms to create or edit work that is then submitted for an assignment when an Instructor has expressly prohibited use of such AI platforms constitutes a violation of academic integrity. If an Instructor allows students to use generative AI platforms, that policy should be made explicit for the assignment or course.

***Aiding and Abetting Dishonesty***. Helping another plagiarize, fabricate, or cheat is academically dishonest. Failing to report any of these instances violates the Code of Academic Dishonesty.

Rarely does anyone set out to violate standards of academic integrity; plagiarism and cheating usually occur because students are in a hurry and take some short cuts to submit the required assignment. The best remedies to ensure academic integrity are thus to keep up with the class and to ask questions along the way. It is important that you know that intentionality ("I didn't know" or "I didn't mean it") Is not a valid excuse for violating standards of academic integrity. Penalties for violating Academic Integrity may include receiving an "F" on the assignment, an "F" in the course, and notification of the Registrar. Multiple instances of Academic Dishonesty at ISU may result in suspension or expulsion. You should thus talk with your instructor before submitting your work if you have any questions about your use of sources or other information.

## ISU Book Bundle

Upon registering for classes each semester, all Idaho State University students are automatically enrolled in the ISU Book Bundle, the university's official textbook and course material delivery program. The ISU Book Bundle ensures students have their required course materials on or before the first day of class. Through the ISU Book Bundle, physical books are conveniently packaged and provided to students on a rental basis. Digital materials are delivered directly through Moodle (beginning Fall 2025, Canvas). All students have the opportunity to opt out of the program each semester. Costs for all required course materials will be added to your tuition and fees. The dates to select your Fall course material pick-up location or opt out are August 8 - September 12. There will be no refunds after the end of the opt-out period.

## Reasonable Accommodations:

ISU is committed to providing an accessible learning environment for students with documented disabilities. If there are aspects of the instruction or design of this course that result in disability-related barriers to your participation, please contact Disability Services to engage in a confidential conversation about the process for requesting accommodations.

Students are encouraged to register with Disability Services as soon as they begin this course, or in the timeliest manner possible, as accommodations are not provided retroactively. More information can be found on the [Disability Services website](#).

- **Hours:** 8:00 – 5:00, Monday through Friday

- **Phone:** (208) 282-3599

- **Fax:** (208) 282-4617

- **Email:** disabilityservices@isu.edu

- **Location:** Rendezvous Complex, Room 125 (Pocatello Campus) ISU also offers Services in Idaho Falls, Meridian, and Twin Falls

## Core Dispositions for Counselors

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

## Cultural Humility

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

As evidenced by:

- Interpersonal Dimensions

    o Adopts an "other-oriented stance" that includes openness, respect, consideration, humility, and interest regarding the client's cultural identities and experiences.

    o Maintains an "other-oriented stance" on an ongoing basis with clients, communities, society, and peers.

- Intrapersonal Dimensions

    o Examines one's own cultural background and social environment and how that background and environment has shaped and continues to shape their experience and perspective.

    o Exhibits awareness of one's values and beliefs that stem from a combination of cultures to increase understanding of others.

- **Power and Positionality**
    o Identifies how power and privilege are present within one's cultural identities and how those positions impact others' experiences in personal and professional relationships.
    o Develops skills and actions to address power imbalances at individual, community, and societal levels.

## Mindfulness

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

As evidenced by:

- Here-and-now awareness of thoughts and feelings in interactions with self and others in various settings (class, supervision sessions, counseling sessions).

- Here-and-now awareness of intentions and motivating actions within relationships (with self and others).

## Engagement

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

As evidenced by:

- Demonstrating actions toward one's own personal development (wellness plan, personal counseling).

- Participation in professional development activities (conference attendance, professional membership, involvement in professional service and advocacy).

## Reflexivity

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

As evidenced by:

- Confronting and challenging assumptions that may be harmful to self and/or others.

- Demonstrating appropriate personal and professional boundary management.

- Showing the ability to receive and integrate feedback.

## Curiosity

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

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

- Enactment of a practitioner-scholar identity via community, conference, and scholarly pursuits.

## Empathy

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

As Evidenced by:

- Demonstrating understanding and validation of others' emotions and experiences.

- Communicating empathy in verbal and non-verbal ways in various settings (class, supervision sessions, counseling sessions).

- Actively listening and responding with compassion and understanding in personal and professional relationships.

## Integrity

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

As evidenced by:

- Ability to express feelings, both of self and others, appropriately and effectively.

- Emotional regulation and stability.

- Enactment of care and compassion toward self and others.

- Uphold all university and departmental policies and expectations regarding student conduct and academic honesty, including, the appropriate and ethical use of artificial intelligence.

## **CACREP Common-Core Program Objectives**

### Professional Counseling Orientation & Ethical Practice

1. History and philosophy of the counseling profession and its specialized practice areas.

2. The multiple professional roles and functions of counselors across specialized practice areas.

3. Counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including:

    - Collaboration and consultation

    - Community outreach

    - Emergency response management

4. The role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success.

5. The role and process of the professional counselor advocating on behalf of the profession.

6. Professional counseling organizations, including membership benefits, activities, services to members, and current issues.

7. Professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas.

8. Legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas.

9. Current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession.

10. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas.

11. Self-care, self-awareness, and self-evaluation strategies for ethical and effective practice.

12. The purpose of and roles within counseling supervision in the profession.

## Social & Cultural Identities & Experiences

1. Theories and models of multicultural counseling, social justice, and advocacy.

2. The influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews.

3. The influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors.

4. The effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally.

5. The effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients.

6. The effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness.

7. Disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities.

8. Principles of independence, inclusion, choice, and self-empowerment, and access to services within and outside the counseling relationship.

9. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

10. Guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities.

11. The role of religion and spirituality in clients' and counselors' psychological functioning.

## Lifespan Development

1. Theories of individual and family development across the lifespan.

2. Theories of cultural identity development.

3. Theories of learning.

4. Theories of personality and psychological development.

5. Theories and neurobiological etiology of addictions.

6. Structures for affective relationships, bonds, couples, marriages, and families.

7. Models of resilience, optimal development, and wellness in individuals and families across the lifespan.

8. Models of psychosocial adjustment and adaptation to illness and disability.

9. The role of sexual development and sexuality related to overall wellness.

10. Biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.

11. Systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.

12. The influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan.

13. Effects of crises, disasters, stress, grief, and trauma across the lifespan.

## Career Development

1. Theories and models of career development, counseling, and decision-making.

2.  Approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors.

3.  Processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems.

4.  Approaches for assessing the conditions of the work environment on clients' life experiences.

5.  Strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development.

6.  Career development program planning, organization, implementation, administration, and evaluation.

7.  Developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities.

8.  Strategies for advocating for employment support for individuals facing barriers in the workplace.

9.  Strategies for facilitating client skill development for career, educational, and life-work planning and management.

10. Career and postsecondary training readiness and educational decision-making.

11. Strategies for improving access to educational and occupational opportunities for people from marginalized groups.

12. Ethical and legal issues relevant to career development and career counseling.

## Counseling Practice & Relationships

1.  Theories and models of counseling, including relevance to clients from diverse cultural backgrounds.

2.  Critical thinking and reasoning strategies for clinical judgment in the counseling process.

3.  Case conceptualization skills using a variety of models and approaches.

4.  Consultation models and strategies.

5.  Application of technology related to counseling.

6.  Ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities.

7. Culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities.

8. Counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships.

9. Interviewing, attending, and listening skills in the counseling process.

10. Counseling strategies and techniques used to facilitate the client change process.

11. Strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences.

12. Goal consensus and collaborative decision-making in the counseling process.

13. Developmentally relevant and culturally sustaining counseling treatment or intervention plans.

14. Development of measurable outcomes for clients.

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

## Group Counseling & Group Work

1. Theoretical foundations of group counseling and group work.

2. Dynamics associated with group process and development.

3. Therapeutic factors of group work and how they contribute to group effectiveness.

4. Characteristics and functions of effective group leaders.

5. Approaches to group formation, including recruiting, screening, and selecting members.

6. Application of technology related to group counseling and group work.

7. Types of groups, settings, and other considerations that affect conducting groups.

8. Culturally sustaining and developmentally responsive strategies for designing and facilitating groups.

9. Ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities.

10. Direct experiences in which counseling students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

## Assessment and Diagnostic Processes

1. Historical perspectives concerning the nature and meaning of assessment and testing in counseling.

2. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.

3. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.

4. Reliability and validity in the use of assessments.

5. Culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications.

6. Ethical and legal considerations for selecting, administering, and interpreting assessments.

7. Use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes.

8. Use of assessments in academic/educational, career, personal, and social development.

9. Use of environmental assessments and systematic behavioral observations.

10. Use of structured interviewing, symptom checklists, and personality and psychological testing.

## Research & Program Evaluation

1. The importance of research in advancing the counseling profession, including the use of research to inform counseling practice.

2. Identification and evaluation of the evidence base for counseling theories, interventions, and practices.

3. Qualitative, quantitative, and mixed methods research designs.

4. Practice-based and action research methods.

5. Statistical tests used in conducting research and program evaluation.

6. Analysis and use of data in research.

7. Use of research methods and procedures to evaluate counseling interventions.

8. Program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy.

9. Culturally sustaining and developmentally relevant outcome measures for counseling services.

10. Ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation.

11. Culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation.

*Clinical Mental Health Counseling Specialty*

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

- Prepare culturally competent professional counselors to utilize evidence-based practices to serve the treatment and prevention needs of diverse client populations across mental health delivery service modalities and networks within the continuum of care.

- Equip professional counselors with the skills necessary to develop holistic and effective treatment plans, including appropriate assessments, diagnostic decision-making, and supporting documentation.

- Prepare professional counselors to engage in ongoing and effective advocacy initiatives in individual, community, and public arenas through collaborative partnerships and legislative involvement.

- Prepare professional counselors to interface with relevant third-party systems, such as managed care, behavioral healthcare teams, and the legal system.

- Prepare trauma-informed professional counselors skilled in trauma-relevant client conceptualizations, interventions, and assessments.

*Clinical Rehabilitation Counseling Specialty*

Clinical Rehabilitation Counseling is a systematic process that assists individuals with physical, mental, developmental, cognitive, and emotional disabilities in achieving their personal, career, and independent living goals in the most integrated settings possible through the application of the counseling process. The counseling process involves communication, goal setting, and beneficial growth or change through self-advocacy and psychological, vocational, social, and behavioral interventions. In addition to the CACREP common core objectives, the specialty practice area of clinical rehabilitation counseling will prepare program graduates on:

- Effects of the onset, progression, and expected duration of disability on clients' holistic functioning

- Environmental, attitudinal, and individual barriers for people with disabilities

- Impact of disability on sexuality

- Rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs

- Clinical rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, integrated behavioral healthcare, and the rehabilitation counseling services networks

- Transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities

- Role of family, social networks, and community in the provision of services for and treatment of people with disabilities

- Assistive technology to reduce or eliminate barriers and functional limitations

- Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management for people with disabilities

- Strategies to advocate for people with disabilities related to accessibility, accommodations, and disability law adherence

- Third-party reimbursement and other practice and management issues in clinical rehabilitation counseling.

*Marriage, Couple, and Family Counseling Specialty*

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

- Possess knowledge of the history of marriage, couple, and family counseling, including philosophical and etiological premises that define the practice.

- Understand the structure and operations of professional organizations, preparation standards, and credentialing bodies pertinent to marriage, couple, and family counseling (e.g., IAMFC). For more details, please reference IAMFC

- Know the ethical and legal considerations specifically related to marriage, couple, and family counseling (e.g., ACA and IAMFC Code of Ethics). For more details, please reference ACA

- Understand the implications of professional issues unique to marriage, couple, and family counseling, including recognition, reimbursement, and right to practice.

- Understand the roles of marriage, couple, and family counselors in various practice settings and in relation to other helping professionals.

- Understand the implications of social, cultural, spiritual, diversity, and equity issues relevant to marriage, couple, and family counseling.

- Understand the marriage, couple, and family life cycle dynamics, structures, and development in a multicultural society, including family of origin and intergenerational influences, cultural heritage, socioeconomic status, and belief systems.

- Know the human sexuality issues and their impact on family and couple functioning, along with strategies for resolution.

- Understand societal trends and related treatment issues, such as working with families in transition, non-traditional families, and blended families.

- Know a variety of family system theories and other relevant theories, and their application in working with couples, families, individuals, and other systems (e.g., legal, legislative, and community systems).

- Possess interviewing, assessment, and case management skills for working with individuals, couples, families, and other systems, as well as skills in the appropriate implementation of systemic intervention.

- Understand preventive approaches for working with individuals, couples, families, and other systems (e.g., pre-marriage counseling, parenting skills training programs, and relationship enhancement), along with the skills necessary for program development and implementation.

- Understand the specific problems that impede family functioning, including socioeconomic disadvantage, addictive behaviors, and interpersonal abuse, along with interventions for resolution.

- Understand research and technological applications in marriage, couple, and family counseling.

*School Counseling Specialty*

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

- Prepare culturally competent professional counselors specializing in school counseling to understand models of school counseling programs, PK-12 career development, school-based collaboration and consultation, and implementation of school-based interventions.

- Prepare professional counselors specializing in school counseling to develop, design, and evaluate various aspects of a school counseling program, including mission statements and objectives, comprehensive curricula, lesson plans, and classroom management and instruction strategies.

- Prepare professional counselors specializing in school counseling for roles as leaders and advocates in the school counseling system.

- Equip professional counselors specializing in school counseling to respond to crisis management situations, screen PK-12 students for warning signs of mental health and behavioral disorders and address social-emotional and trauma-informed counseling practices in school settings.

- Equip professional counselors specializing in school counseling to consult with families, PK-12 and postsecondary personnel, and other referral sources.

- Prepare culturally competent and trauma-informed professional counselors specializing in school counseling to promote academic achievement and graduation rates while assessing potential barriers to student success.

- Equip professional counselors specializing in school counseling with interventions and strategies to promote equity in student achievement and postsecondary transitions.

*Student Affairs Counseling Specialty*

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

- Prepare culturally competent professional counselors specializing in college counseling and student affairs to understand and evaluate organizational leadership, management, and culture within current trends of higher education.

- Equip professional counselors specializing in college counseling and student affairs to understand theories of student development and potential barriers and resources available in higher education settings.

- Prepare professional counselors specializing in college counseling and student affairs to assess diverse higher education environments, including institutional, systemic, and intra- and interpersonal barriers to postsecondary transitions within the various roles of college counselors and student affairs professionals.

- Equip professional counselors specializing in college counseling and student affairs to develop, design, assess, and respond to a variety of potential threats or violence in higher education settings.

## Continuous Review Procedures for the Master of Counseling Graduate Program

### Classified Status

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

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

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

## Retention Policy

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

## Dismissal Policy

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

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

- Inability to be open, flexible, positive, and cooperative

- Unwilling to accept and use feedback

- Unaware of the impact on others

- Inability to deal with conflict and accept personal responsibility

- Inability to express feelings effectively and appropriately

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

Students will be given specific feedback on the nature of their problems of professional competence and steps to remove this barrier(s) to progress toward professional competency when appropriate. In many instances, a Professional Progression Plan (PPP) will be crafted to provide clear and specific ways the student can improve and continue to progress in the program.

However, in more extreme cases (e.g., a student poses a potential harm to self or others), faculty may choose to remove the student from the program without a PPP. In such cases, faculty will meet to discuss the student's failure to meet continuation standards (i.e., retention requirements) and a vote for dismissal will be entertained, guided by Graduate School Policy. The PPP represents a formal agreement between the Department and the student who has been identified as having impediments to their progress as a counselor in the program. Upon receipt of the PPP, the student will review the plan and provide their signature indicating an understanding of the requirements expected and as an agreement to meet the requirements described within.

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

It is the content of the PPP that is open for appeal, not the existence of the PPP itself. The second and final level of the appeal procedure is communicating intent to the Dean of the College of Health. This requires a formal written letter emailed to them directly, from the student's ISU email address. If the PPP is upheld by the Department Chair and the Dean of the College of Health, and the student still refuses to sign, a vote for dismissal will be entertained, guided by Graduate School policy.

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

- Dismissal will occur when students violate the criteria established by the Graduate School: Graduate Catalog: Appeals and Dismissals

- Dismissal for failure to meet continuation standards related to academic and clinical competency will occur when a student:

- Earns a B- or below in COUN 6696 Pre-practicum Counseling Techniques, OR

- earns a B- or below in COUN 6621 Counseling Ethics, OR

- earns a B- or below in COUN 6624 Cultural Counseling, OR

- earns six credits at or below 2.7 (B- or below), OR

- earns below a 3.0 GPA (B), OR

- earns a 2.7 (B-) or below in Practicum COUN 6697 or Internship COUN 6698

- Withdraws from a course without approval from their advisor

- Students must successfully complete COUN 6696, 6621, and 6624 to progress in the program.

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.

If a student receives a B- or below in PrePracticum but gains approval to continue in the program, the student will be required to retake this course the following Fall semester. Be advised, in this circumstance you will not be allowed to take any other coursework until that time.  This will initiate loan repayment. The student is responsible for being aware of their financial status and seeking additional information from Financial Aid and The Graduate School.

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

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

## Dismissal for Academic Dishonesty

Academic Dishonesty includes but is not limited to, cheating and plagiarism. For the complete statement on academic dishonesty, please refer to the current ISU Graduate Catalog:

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

A useful link to descriptions of plagiarism and strategies for its avoidance.

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

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

## Appeal Process

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

## Master's Committee

In the Department of Counseling, the definition and role of masters committee chair and advisor is based upon the Graduate School's definition which consists of a faculty member assigned to the student by the program. The role of your assigned advisor is to assist you in transitioning into the program and understanding the expectations of yourself as a student in the Department.

Students are required to meet with their advisor face-to-face at least once each semester.

*Chair/Advisor*

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

*Graduate Committee Members*

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

*Advisee's Tasks*

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

## Progression in Clinical Track Classes

Students who obtain a final grade of 2.7 (B-), or lower, in any clinical track class will be dismissed from the Department of Counseling. Students who withdraw from any clinical track class, without the prior approval of the Department, will be dismissed from the program.

Students can appeal their dismissal from the program through Departmental policy. The Department of Counseling utilizes ISU's Appeal Policy.

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

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

## Phone, Email & Social Media Policy

Today's professional counselors are compelled both ethically and legally to develop and maintain appropriate professional relationships with clients. To facilitate the establishment of therapeutic limits and boundaries on the counseling and supervisory relationship, the following expectations apply to ISU Department of Counseling Masters and Doctoral students involved in the provision of counseling or supervision services in all practicum and internship settings, both on and off campus:

Personal phone numbers, including landlines and cellphones, may not be provided to clients receiving counseling services. Counselors are encouraged to make phone contact with clients exclusively through business phones at their practicum or internship site. Similarly, text messaging or instant messaging with clients is prohibited.

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

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

## Comprehensive Examination

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

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

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

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

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

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

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

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

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

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

A failing score on the BCE is defined as below 70 percent and results in the student being assigned a task for remediation (for each area that fell below 70 percent) by the Department faculty, via their advisor.

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

# Capstone Presentation

Students who plan to graduate in the Spring or Summer semesters need to complete an in-class case presentation, a written case report, and a theoretical approach/model report. A student must earn a pass grade to be eligible for the oral poster exam. If a student earns a failing grade for the capstone presentation, they will be required to meet with their Faculty Advisor and discuss the possibility of the development and implementation of a PPP with the goal of addressing the gaps identified. The PPP will address what may have led to not passing, and then a preparation plan for a second attempt at their Case Presentation will be developed. Given the student meets the expectations set by their Faculty Advisor and PPP, if applicable, the student will be permitted to sit for a second in class case presentation with the expectation that the student submits a fully revised or new written case report along with their theoretical approach report paper.

## In-Class Case Presentation

The first part of a student's capstone or final case presentation is the "in-class case presentation" which follows the same structure and format as the in-class case presentation conducted in the lab. The in-class case presentation involves showing a reviewed and cued 9-to-12-minute segment of a tape to the supervision group in 6698L. The Tape needs to clearly demonstrate the student's theoretical counseling approach or research-informed model appropriate to the specialty setting. This case presentation will be approximately 25-30 minutes in length including time for feedback and case discussion. Please see Appendix B for additional guidance on the structure of your in-class case presentation.

## Written Case Report

In addition to the in-class case presentation, students will submit a written case report for the same case they showed tape in 6698L. Please see Appendix B for the Witten Case Report form.

## Theoretical Approach Report Paper

Students also submit a theoretical approach, or research-informed model(s) report paper that clearly outlines the use of the theory/model/approach in the student's clinical work as well as its applicability to the case shown in the in- class case presentation. The theoretical approach report paper needs to include the following:

1. The nature of persons.

2. Model of mental health and wellness (goals).

3. Model of emotional distress or disturbance (maladjustment).

4. Assessment process.

5. The role of the counselor.

6. Theory-based process, interventions, and outcome research relevant to this case.

7. Applicability to diverse clients/students and issues (Integrating multicultural competencies and diversity aspects into the counseling process).

8. Reference list.

If a student does not pass their 6698L Case Presentation, the student must meet with their advisor and discuss the development of a PPP.

## Oral Exam Poster

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

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

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

- Approval from the student's advisor.

- Satisfactory clinical progression.

- No incompletes in previously enrolled courses.

- No outstanding assignments in currently enrolled courses.

- Successful case presentation/theoretical approach in Internship Lab.

- Successful completion of the written comprehensive exam.

### Learning Outcomes and Oral Exam Poster Presentation Requirements

Students will demonstrate comprehensive knowledge and skills for their specialty practice area (i.e., Clinical Mental Health Counseling; Clinical Rehabilitation Counseling; Marriage, Couple & Family Counseling; School Counseling, or Student Affairs Counseling) by including the following in their poster presentation:

1. Case description with presenting concerns, problems, or needs (individual, couple, family, institution, organization, school, or university).

2. Description of the counseling theory/model used and how it was implemented (including but not limited to specialty program-specific models such as consultation practices within school counseling and biopsychosocial models in clinical rehabilitation counseling).

3. Additional models or approaches used alongside the primary theory (e.g., motivational interviewing, play therapy, expressive arts, animal-assisted therapy in counseling) if applicable.

4. Treatment plan or service plan identifying goals, objectives, and actions.

5. Progress or outcome descriptions and relevant outcome data.

6. Ethical considerations.

7. Multicultural diversity, social justice, and inclusion factors.

8. Additional significant professional issues (e.g. referrals or interprofessional collaboration, additional training sought).

9. A minimum of 10 references from the professional counseling literature, including at least 2 conceptual or practice-based literature references and 2 empirical outcome study references. No more than two books should be referenced.

10. Comprehensive hard-copy handout for each committee member. Handouts for other attendees as needed.

Through the criteria listed above, students' pass/fail grade will be determined by the following CACREP standards:

| | Criteria | Description | Rating |
|---|---|---|---|
| 1 | Identification and Evaluation of Evidence Base Practice (3.H.2) all students | Demonstrates ability to identify and evaluate the evidence base for counseling theories, interventions, and practices. | |
| 2 | Procedures for Assessing and Responding to Client Risk (3.G.13) all students | Exhibits proficiency in implementing procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide. | |

| 3 | Intake Process (5. C. 4) CMHC Only | Demonstrates competency in conducting intake interviews, mental status evaluations, biopsychosocial histories, mental health histories, and psychological assessments for treatment planning and caseload management. | |
|---|---|---|---|
| 4 | Collaboration in Educational Settings (5.E.10) Student Affairs Only | Exhibits understanding of the roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions. | |
| 5 | Implementation of School-Based Interventions (5.H.13) School Counseling Only | Demonstrates proficiency in implementing and coordinating school-based interventions. | |
| 6 | Treatment Planning in Marriage, Couple, and Family Counseling (5.F.11 ) MCFC only | Displays competency in conceptualizing and implementing treatment planning and intervention strategies in marriage, couple, and family counseling. | |
| 7 | Specific Assessment for Disabilities (5.D.9) CRC only | Demonstrates proficiency in conducting intake interviews, mental status evaluations, biopsychosocial histories, mental health histories, and psychological assessments for treatment planning and caseload management for individuals with disabilities. | |

*Master Oral Examination (Poster) Rubric Ratings*

0 = Harmful Demonstration (equivalent to a C+ / 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)

## Membership in Professional Associations

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

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

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

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

## Technological Competencies

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

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

## Competency 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 audiovisual equipment such as video recording software (e.g. VOSAIC), teleconferencing equipment, and other applications available through education and training experiences. Basic technology knowledge includes the ability to record a video session with audio and presenting or sharing video sessions with others. Basic technology competencies include accessing or downloading audio or video clips and displaying them through software.

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

## Competency 3

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

## Competency 4

The implementation of Experiential Learning Cloud (ELC), formerly Tevera, in the Masters of Counseling program serves as a crucial component for both KPI (Key Performance Indicator) assessment and clinical paperwork tracking. ELC is a comprehensive software platform designed to enhance the training and development of counseling students by providing streamlined,

efficient, and accurate methods for tracking various elements of their educational journey. As part of this program, students are required to purchase a lifetime membership to ELC, ensuring they have ongoing access to this essential tool throughout their education and professional career.

## Competency 5

Recognize the valuable role of in-person process learning and the limited capacity of artificial intelligence to generate and synthesize knowledge in academic work, including data analysis and writing assistance. Students are expected to produce their own academic work, written or otherwise, demonstrating subject matter expertise and human-based nuances in evaluating their clinical skills. Outsourcing written academic and clinical work using artificial intelligence can be prohibitive to student's professional development and, therefore, potentially harmful to clients. Artificial intelligence in clinical skills development cannot be used in place of human interactions. Students can use artificial intelligence as a personal learning support tool to summarize course content, grasping lesson concepts, increasing the accessibility of course materials, e.g., visual and audible support, etc.

## Idaho State University Student Code of Conduct

All students in the Department of Counseling are responsible for reading and adhering to the policies and procedures outlined in the [Idaho State University Student](#) Code of Conduct. For further information and resources regarding student conduct and other relevant policies, please visit the webpage for the [ISU Dean of Students](#).

## Internship Liability Disclaimer

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

## Audit Policy

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

## Endorsement Policy

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

Individuals who graduate with one major, or one specialty practice area, (from our program or any other program) and subsequently wish to be endorsed in a different specialty practice area ordinarily assigned to a different major, must demonstrate that they have satisfied the course and

experiential requirements for the new major/specialty practice area before they can be endorsed by the Department of Counseling faculty.

This policy applies to oral or written recommendations for:

- Certification as a school counselor

- Certification by the National Board for Certified Counselors

- Certification by the Commission on Rehabilitation Counselors

- Licensure as a counselor by any state licensing board

- Employment in counseling or counseling-related positions.

## Maternity & Paternity Leave Policy

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

## Time Off

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

## Course Faculty Approval & Advisor Notification

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

## Animal Presence

The Idaho State University Department of Counseling recognizes and respects the potential positive influences of the human-animal bond on human wellness and encourages students to grow and learn about themselves through their relationships with their own pets at home as well as the specially evaluated animals that assist Dr. Stewart (and approved others) in Animal Assisted Counselor Education Interventions.

However, the ISU Department of Counseling recognizes that certain unavoidable risks and animal welfare concerns accompany any and all human-animal interactions, regardless of the animal's general temperament or training. For the safety and well-being of all humans and animals in the Department of Counseling, any and all animals present in the Department of Counseling must comply with the Department of Counseling Animal Partners Policies and Procedures for Animal Partners. All faculty, students, and staff must read and uphold these policies and procedures before bringing an animal into the department, field sites, or other affiliated learning environments.

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

## Idaho Counselor Licensing Requirements

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

Idaho Division of Occupational and Professional Licenses (IDOPL)

P.O. Box 83720

Boise, ID 83720-0063

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

## National Board for Certified Counselor Requirements

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

National Board for Certified Counselors 3 Terrace Way, Suite D Greensboro, NC 27403-3660

(336) 547-0607

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

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

Students will receive an email from the National Board for Certified Counselors (NBCC) in January to register and schedule an examination date. Testing dates typically take place in April or May. Application for the NCE and any other licensing exam is the responsibility of the student, not the Department. If you need further information, see your advisor.

## Supervised Experience in Counseling – Idaho Counselor Licensing Board

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

*Professional Counselor. (7-1-24)*

1. Approved Graduate Program. A graduate program that is primarily counseling in nature and is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) or substantially similar and approved by the Board. (7-1-24)

2. Required Examination. The National Counselor Examination prepared by the National Board.

*Certified Counselors (NBCC). (7-1-24)*

1. Acceptable Supervised Experience. Four hundred (400) of the one thousand (1,000) hours must be direct client contact and the supervised experience must include a minimum of one (1) hour of individual supervision for every twenty (20) hours of direct client contact.

2. A supervised graduate-level educational experience (i.e. practicum or internship) may be utilized to fulfill this requirement which can be provided by a counselor education faculty member or doctoral student at an accredited college or university, or a site supervisor approved by an accredited college or university. (7-1-24)

*Clinical Professional Counselor. (7-1-24)*

1. Approved Experience. One thousand (1,000) of the two thousand (2,000) direct client contact hours must be supervised by a licensed clinical professional counselor, with the remaining supervision provided by any supervisor as defined in these rules; and one (1) hour of clinical supervision for every thirty (30) hours of direct client contact, with at least half of the supervised hours involving individual, rather than group, supervision. (7-1-24)

2. Required Examination. The National Clinical Mental Health Counselor Examination (NCMHCE) prepared by the National Board of Certified Counselors (NBCC).

## Idaho Pupil Personnel Services School Counseling Endorsement

The School Counseling program in the ISU Department of Counseling exceeds the requirements for school counselor endorsement in Idaho. To receive an institutional endorsement for school counseling from the ISU Department of Counseling, students must satisfactorily complete all

curricular requirements in the School Counseling major, including 1000 hours of clinical experience.

The Idaho State Board of Education requires clinical experience at each level: elementary, middle, and high school. In addition, up to 25% of clinical experiences may be performed outside the school setting.

Therefore, School Counseling majors may accrue a maximum of 250 hours of the 1000 required in a non-school setting approved by the department faculty.

The application for individuals who are applying for a five (5)-year renewable Pupil Service Staff certificate may be completed with an endorsement from one of the areas listed below.

- Official Transcript with Master's Degree from accredited college or university

- Institutional Recommendation verifying Idaho state-approved School Counselor certification program OR out-of-state School Counselor program accredited by CACREP, CAEP or AAQEP

To qualify for a 5-year School Counselor K-12 credential, must include verification of at least 700 hours of K-12 school counseling practicum/internship, with at least 75% of the hours (525 hours) in a K-12 setting, to include time in Elementary (K-5), Middle (6-8), and High School (9-12) OR at least one year of certificated K-12 school counseling experience, including time in all grade levels (Elementary, Middle and High School). Current, valid out-of-state School Counselor certificate may be accepted in place of the Institutional Recommendation. Verification of K-12 school counseling in all grade levels will still be required to qualify for a 5-year Idaho School Counselor K-12 credential.

Students interested in pursuing school counseling credentials outside of Idaho are advised to contact the State Board of Education in that particular state to understand the specific requirements for curricular and clinical experiences.

## Liability (Malpractice) Insurance

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

All Department of Counseling students who are enrolled in or participating in programs or experiences in which students provide counseling services human participants are used for practice must present evidence of liability (malpractice) insurance coverage. Liability insurance is included with student membership in ACA.

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

**Appendix B: Case Presentation Form**

In-Class Case Presentations

Case presentations and ethical concerns will be presented each week. Please use this format for both your first and final in-class presentations. Your case presentations will be approximately 20-25 minutes in length and will be accompanied by your completed Case Report Form. Select a 9-12-minute portion of your tape to show in class, recognizing that you are choosing this portion so that you can discuss the case with your peers. When presenting a client during a case presentation, it is beneficial to present salient background and clinical information that will aid in the case staffing process. The following information provides structure for this process:

**Introducing the Client:**

In this initial part of the case presentation, it will be beneficial to provide a summary of demographic and mental status information when you first saw the client:

• *Demographic*: Client a 27-year-old single Hispanic male who presented for counseling due to reported feelings of depression with social isolation. Last session was our third session.

• *Mental Status Summary*: He reported feelings of depression for four months, prior to initiating counseling, with feelings of anhedonia, decreased sleep with middle insomnia, decreased appetite, increased feelings of hopelessness and helplessness, along with poor motivation and concentration but no recent or past suicidal or homicidal ideations. He denied any symptoms of delusions or hallucinations. His speech and thought process were logical and goal directed.

Goals

• *Identified or Negotiated Counseling Goals* (preliminary or final): Client identified goals of decreased feelings of dysphoria, 5/7 good night's sleep, eating 2/3 meals per day, and socializing with friends at least 3x/week.

• *Therapeutic Approach:* I have been using a cognitive-behavioral approach with the client to address his concerns with depression and to help him achieve his therapy goals.

• *Counseling Activities Directed Towards Goal:* Past sessions focused on REBT to help client realize self-messages contributing to his feelings of depression and isolative behaviors. Also, worked with client to better differentiate thoughts and feelings and their role the development of coping strategies.

Consultation Need

• *In what area(s) are you stuck or in need of consultation. Please be specific about what feedback you would like from your peers*: Things seem to be going well in session, but I am concerned that I am not getting the entire story. Also, I think it's interfering with his goal attainment. Additionally, I have questions about the effectiveness of my theoretical approach in relation to this client. Any suggestions?

When it's all put together, your presentation (ideally) would sound like this:

*Client a 27-year-old, single, Hispanic male who presented for counseling due to reported feelings of depression with social isolation. Last session was our third session. He reported feelings of depression for four months prior to initiating counseling, with feelings of anhedonia, decreased sleep with middle insomnia, decreased appetite, increased feelings of hopelessness and helplessness, along with poor motivation and concentration but no recent or past suicidal or homicidal ideations. He denied any symptoms of delusions or hallucinations. His speech and thought process were logical and goal directed. Client identified goals of decreased feelings of dysphoria, 5/7 good night's sleep, eating 2/3 meals per day, and socializing with friends at least 3x/week. I have been using a cognitive-behavioral approach with the client to address his concerns with depression and to help him achieve his therapy goals. Past sessions focused on REBT to help client realize self-messages contributing to his feelings of depression and isolative behaviors. Also, worked with client to better differentiate thoughts and feelings and to define their role in the development of coping strategies. Things seem to be going well in session, but I am concerned that I am not getting the entire story. Also, I think it's interfering with his goal attainment. Additionally, I have questions about the effectiveness of my theoretical approach in relation to this client. Any suggestions?*

**Written Case Report Form**

Client Name: _____ Date: _____

| **Background Information: Please include age, sex, gender, affectional orientation, race, ethnicity, disability status, neurodiversity, unique physical characteristics, language, spirituality/religion, relationship status, economic status, employment status, immigration status, etc.** |
| --- |
| |

| **Chief Complaint and history of presenting problem(s)** All symptoms, onset, and course: |
| --- |
| |
| Description of problem from referring party, teachers, family/relatives, partner, legal system, etc.: |
| |

Client's identified goals:

| How has the Client/Family tried to solve the problem in the past? |
|---|
|  |

**Psychiatric/Substance Abuse Treatment History** (Inpatient, Outpatient, Baker Acts)

| Facility/Program/Physician/Therapist | Service Dates | Reason for Treatment Interventions |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Relevant Medication History**

| Medication | Dosage | Current or discontinued |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

**Family Relationships and History** (With whom do they live? Relationship? Children? Interactions? Is there a history of family medical and/or psychiatric problems?)

_____
_____
_____
_____

**Family Members**

| Name | Age | Relationship | Comments (in/out of home, psychiatric/medical issues |
|------|-----|--------------|------------------------------------------------------|
|      |     |              |                                                      |
|      |     |              |                                                      |
|      |     |              |                                                      |
|      |     |              |                                                      |
|      |     |              |                                                      |
| Significant Family Events/Issues/Problems: | | | |

Family Conflict:  ☐1   ☐2   ☐3   ☐4   ☐5   ☐6   ☐7   ☐8   ☐9   ☐10 (indicate level)

Low                                                                 High

**Developmental Considerations: 1. Describe the developmental milestones that have been met, delayed, or skipped. 2. Include physical, sexual, emotional, or psychological trauma. 3. Include any major medical conditions/treatment past and present.**

<br>

| Home Information |
| --- |
| □ Lives alone □ Lives with family □ Other: |
| Comments: |

<br>

| Educational Information | |
| --- | --- |
| Current grade level (if still in school): | Highest Grade Level Achieved: |
| Type of school attended: | |
| Special Education? □ Yes □ No Specify Type: | |
| Has the client had any problems in school? If yes, please describe: | |
| Educational Strengths: | |

| Social Relationships |
|---|
| Does the client have at least one close friendship/relationship? □ Yes □ No Please describe: |
| Does the client have family support? □ Yes □ No<br><br>How does the client interact with family members? |
| How does the client interact with peers and co-workers? |

| Does the client need help with: | Coping Skills □ Yes □ No | Communication Skills □ Yes □ No |
|---|---|---|
| Stress/Anger Management □ Yes □ No | Social Skills □ Yes □ No | Conflict Resolution □ Yes □ No |
| Other? | | |

| Occupational Information |
|---|
| Current Occupation / Employment: |
| Number of Years on Job:                              Secondary employment? |
| Past jobs? |
| Occupational Strengths: |
| Volunteer History: |

| Military Experience Information: | Not Applicable |
|---|---|
| Branch of Military: | Dates of Service: |
| Highest Rank Achieved: | Honorably Discharged? |
| Comments: | |

| Legal Issues: arrests/convictions | ☐ Not applicable: No history of |
|---|---|
| Current Charges ☐ Yes No | Explain: |
| Past Arrests/convictions: | |
| On Probation ☐ Yes ☐ No | Court Requires Therapy Participation ☐ Yes ☐ No |

| Spiritual and Religious Beliefs |
|---|
| Are spiritual or religious issues important to the client?    ☐ Yes   ☐ No |
| How do these beliefs help the client cope with problems? |
| Have spiritual or religious experiences been harmful to the client?  ☐Yes   ☐No Explain: |

| Client Strengths (Client description of abilities, skills, network, etc.): |
|---|
| |

**Assessments Administered:** Please list additional assessments and results (for example clinical interview, PHQ-9, Becks Depression Inventory (BDI), etc.

|  |
|---|
|  |

## Risk Assessment

| Suicidality: | Homicidality: | Sexual & Physical Abuse and Other Risk Factors: |
|---|---|---|
| ☐ No indication<br><br>☐ Denies<br><br>☐ Active Ideation<br><br>☐ Passive Ideation<br><br>☐ Intent without Plan<br><br>☐ Intent with Means<br><br>☐ Ideation in Past Year<br><br>☐ Attempt in Past Year<br><br>☐ Family/Peer Hx of completed suicide | ☐ No indication<br><br>☐ Denies<br><br>☐ Active Ideation<br><br>☐ Passive Ideation<br><br>☐ Intent without Plan<br><br>☐ Intent with Means<br><br>☐ Ideation in Past Year<br><br>☐ Violence in Past Year<br><br>☐ Hx of assault/temper<br><br>☐ Cruelty to Animals | ☐ Client denies history of Abuse/Neglect<br><br>☐ Child w/ Abuse Hx: ☐Sexual ☐Physical ☐Emotional ☐Neglect<br><br>☐ Adult w/ Childhood: ☐Sexual ☐Physical ☐Emotional ☐Neglect<br><br>☐ Adult with Current: ☐Sexual ☐Physical ☐Emotional ☐Neglect<br><br>☐ History of Perpetrating Abuse ☐Yes ☐No<br><br>☐ Elder-Dependent Adult Abuse/Neglect<br><br>☐ Anorexia/Bulimia/Other Eating Disorder<br><br>Cutting or other Self Harm: ☐Current; ☐Past; Method_____<br><br>☐Other:<br><br>_____ |

**Indicators of Safety:** ❏ At least one outside person who provides strong support ❏ Able to cite specific reasons to live, not harm self/other ❏ Hopeful ❏ Has future goals ❏ Willing to dispose of dangerous items ❏ Willingness to reduce contact with people who make situation worse ❏ Willing to implement safety plan, safety interventions ❏ Developing set of alternatives to self/other harm ❏ Sustained period of safety: _____ ❏ Other:

**Safety Plan includes:** ❏ Verbal no harm contract ❏ Written no harm contract ❏ Emergency contact card ❏ Emergency therapist/agency number ❏ Medication management ❏ Specific plan for contacting friends/support persons during crisis ❏ Specific plan of where to go during crisis ❏ Specific self-calming tasks to reduce risk before reach crisis level (e.g., journaling, exercising, etc.) ❏ Specific daily/weekly activities to reduce stressors ❏ Other:

**Notes: Legal/Ethical Action Taken:** ❏
**NA**_____

| Protective Factors | Risk Factors |
|---|---|
| ☐ Social/Family Support Network | ☐ Social Withdrawal/Isolation |
| ☐ Supportive Primary Relationship | ☐ Death or loss of a Primary Relationship |
| ☐ Attends church/ Spiritual or Religious affiliation | ☐ History of Major Psychiatric Disorder |
| ☐ Children in the home | ☐ History of Suicidal Behavior |
| ☐ Compliance with medication/treatment | ☐ Noncompliance with medical treatment |
| ☐ Ongoing sobriety | ☐ Substance Abuse |
| ☐ Employed | ☐ Unemployed |
| ☐ Able to manage finances effectively | ☐ Serious Financial Problems/Debt |
| ☐ In good health | ☐ Poor Physical Health |
| ☐ Owns a pet | ☐ Facing Serious Legal Problems |
| ☐ Other Protective factors: | ☐ Other Risk Factors: |

|  |  |
|---|---|
|  |  |

| Mental Status Evaluation | | |
|---|---|---|
| **Appearance** |  | O Well Groomed O Disheveled  O Unclean  O Inappropriate |
| **Interpersonal issues** | N A | Conflict Enmeshment Isolation/avoidance  Emotional disengagement          Poor social skills Couple problems Prob w/friends  Prob at work  Overly shy  Egocentricity  Difficult to establish/maintain relationship  Other: |
| **Mood** | N A | O Euthymic  Depressed/Sad  Hopeless  Fearful  Anxious  Angry  Irritable  Manic  Other: |
| **Affect** | N A | Constricted  Blunt  Flat Labile Dramatic Other: |
| **Sleep** | N A | Hypersomnia  Insomnia  Disrupted  Nightmares  Other: |
| **Eating** | N A | Increase Decrease Anorectic restriction Binging Purging Body image  Other: |
| **Anxiety Symptoms** | N A | Chronic worry Panic attacks Dissociation Phobias Obsessions  Compulsions Other: |
| **Trauma Symptoms** | N A | Acute Chronic Hypervigilance Dreams/Nightmares Dissociation  Emotional numbness Other: |
| **Psychotic symptoms** | N A | Hallucinations Delusions Paranoia Loose associations  Other: |
| **Motor activity/ Speech** | N A | Low energy Restless/Hyperactive Agitated O Inattentive Impulsive  O Goal Directed O Pressured speech O Slow speech  ) Other: |
| **Thought** | N A | Poor concentration/attention  Denial  Self-blame  Other-blame  Ruminative Tangential Illogical  Concrete  Poor insight  Impaired decision making Disoriented Slow processing Other: |

| Socio-Legal | N A | Disregards rules  Defiant  Stealing  Lying  Tantrums  Arrest/incarceration  Initiates fights  Other: |
|---|---|---|
| **Other Symptoms** | N A | |

| Diagnosis | | |
|---|---|---|
| **DSM-5TR Code** | **Diagnosis with specifier: Include V/Z/T- codes for Psychosocial Stressors/Issues** | **Justification: List criteria** |
| **1.** _____ __ | _____ | |
| **2.** _____ __ | _____ | |
| **3.** _____ __ | _____ | |
| **4.** _____ __ | _____ | |
| **2.** _____ __ | _____ | |
| **Summary & Recommendations** | | |
| | | |

| Personalization |
|---|
| Explore your own personal reactions, judgments, and navigation of professional boundaries while working with this client |

In this section, please address the following questions.

1.      Immediate emotional responses to client disclosures or behavior (positive, negative, or ambivalent)

2.      Personal judgments or assumptions you noticed arising, and how you managed them

3.      Moments where your own experiences, values, or beliefs were activated in the work

4.      How you balanced authenticity with professionalism

5.      Any impact the client's story had on your energy, mindset, or perspective after sessions

| Graduate Student Intern Signature | Print Name | Date |
|---|---|---|
|  |  |  |
| **Supervisor Signature** | **Credentials/Title** | **Date** |
|  |  |  |

**Treatment Plan**

Counselor: _____Client(s): _____

Date: _____Theory: _____

Modalities planned:  Individual Adult ☐ Individual Child ☐ Couple ☐ Family ☐ Group

Recommended session frequency: ☐Weekly ☐ Every two weeks ☐ Other _____

Expected length of treatment: _____ months

**Identify needed referrals, crisis issues, collateral contacts, and other client needs:**

_____

_____

**Client Goal #1**

_____

_____

| Treatment Objectives: (The client will…) | Interventions: (The therapist will…) | Expected Date |
|---|---|---|
| 1. | | |
| 2. | | |

**Client Goal #2**

_____

_____

_____

| Treatment Objectives: (The client will…) | Interventions: (The therapist will…) | Expected Date |
|---|---|---|
| 1. | | |
| 2. | | |

**Client Goal #3**

_____

_____

_____

_____

| Treatment Objectives: (The client will…) | Interventions: (The therapist will…) | Expected Date |
|---|---|---|
| 1. | | |
| 2. | | |

| Diversity Considerations |
|---|
| |

| |
|---|
| Describe how treatment plan, goals, and interventions were adapted to address each area of diversity: |
| **Age:** Include developmental tasks, cognitive ability, family life cycle, generational differences, etc. |
| **Gender/Sexual Orientation/Identity:** Include specific gender roles (e.g. working mother, traditional male, etc.), gender identity, sexual orientation, ethnically based gender roles, etc. |
| **Race/Ethnicity/Religion/Spirituality/Region:** Include race, ethnicity (i.e., Italian American rather than White), immigration-status, religious/spiritual beliefs, socio-economic status, and geographic region: |
| **Other:** Identify any other significant diversity considerations, such as school, work, community, etc. |

**Long Range Goals to Improve:** ☐ **Family Functioning** ☐ **Interpersonal Relationships** ☐ **Life Skills**

_____

**Graduate Student Intern Signature**                          **Client Signature**

_____

**Supervisor Signature**                                        **Date**

**Evidence-Base Practice**: Helps you determine theory and technique

Use PsychInfo or a similar search engine to do a review of the research literature related to (a) the client's presenting problem, (b) diagnosis, (c) personal demographics/diversity factors, and/or (d) your intended theoretical approach. Describe the key interventions, techniques, or guidelines below. Cite references and include a reference page at the end of your report using APA (7th ed.) style.

1. _____

2. _____

3. _____

4. _____

Based on the most salient dynamics and evidence-base as well as your client's needs, which theory and/or techniques do you plan to use with this case?

**Appendix C: Permission to Record (Consent Form) & Release of Information & VOSAIC Technology Guide for Clients**

**Permission to Record Counseling Sessions**
**Idaho State University – Department of Counseling**

I, _____,

authorize _____,

a graduate counseling student in the Department of Counseling at Idaho State University,
to audio and/or video record our counseling sessions using **Vosaic**, a secure, HIPAA-compliant
web-based video platform approved by the Department for training purposes.

I understand that these recordings may be reviewed by the student counselor, their clinical
supervisor, counseling faculty, group supervision members. I have been informed that recordings
will be stored securely within Vosaic and will not be downloaded, duplicated, or shared outside
of this platform without my written consent.

I understand that the purpose of these recordings is to support the counselor's professional
growth by enabling constructive feedback and instructional guidance. My identity will be
protected to the extent possible, and my name will not be used in connection with the recordings.

I also understand that my counselor is a graduate student and is not yet a licensed professional.
They are practicing under the supervision of a qualified, licensed clinical supervisor as part of
their training.

By signing below, I give my informed consent for the use of Vosaic to record, store, and review
our counseling sessions under the conditions described above.

**Client Name (Printed):** _____

**Client Signature:** _____

**Date:** _____

**Parent/Guardian Signature (if client is a minor):** _____

**Date:** _____

## Vosaic Technology Guide

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

*How does Vosaic work?*
Vosaic 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 Vosaic secure?*

Vosaic keeps your data safe by sending everything—like videos, notes, and analysis—through a secure, encrypted connection when you upload it from the app or website. We make sure all data travels through a protected system that meets industry security standards. No information is ever sent without this protection.

When your data is stored, it's also locked using one of the strongest encryption methods available to keep it secure.

*Why change how we record sessions?*

The level of ease and sophistication of the security of Vocaic is far superior to our previous methods. 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 Vosaic is important to us, and we wish to continue providing education and training on how to make the use of Vosaic as successful as it can be.

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

- **ISU Department of Counseling's Chair:** David Kleist (kleidavi@isu.edu)

- **Internship Coordinator-Pocatello:** Dr. Ngoni Mpofu (ngonidzashempofu@isu.edu)

- **Internship Coordinator-Meridian:** Dr. Alex Gantt-Howrey (couninternship@isu.edu)

- **VOSAIC Technology Coordinator-Pocatello** Dr. Chad Yates chatechad@isu.edu)

- **VOSAIC Technology Coordinator: Meridian** Dr. Hana Meshesha (**hanameshesha@isu.edu**)

*Definitions*

- **Confidentiality**: Strong, modern encryption prevents eavesdroppers from reading video content or sensitive annotations.

- **Integrity**: Authenticated encryption and HMACs make undetected tampering virtually impossible.

- **Compliance**: TLS 1.2+/AES-256 meets or exceeds HIPAA, FERPA, and most higher-education data-protection requirements.
  **Future-proofing**: Ephemeral key exchange and SHA-256 are resistant to current cryptanalytic attacks; cipher suites can be upgraded rapidly if standards evolve.

In short, Vosaic applies industry-leading cryptography at both the transport and storage layers, backed by disciplined key management and operational controls, to protect every fragment of your data—from the moment it leaves your device until the moment you delete it.

# Important Information

*The term "client" as used herein refers to any person receiving services.*

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

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

1. When ordered by the Court, or

2. When the counselor and a training supervisor determine that an individual may present a threat to self or others.

3. Idaho law requires the report of any known or suspected instance of child or adult abuse or neglect.

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

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

*RELEASE OF INFORMATION FORM*

I, _____, authorize Idaho State University Department of Counseling: Pocatello Counseling Clinic, to receive information, verbally or in written form, from

_____regarding services currently being rendered to myself or my children.

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

1.

2.

3.

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

**Client Name (please print):** _____

**Appendix D: Practicum & Internship Form**

Practicum/Internship Field Approval and Setting Information -

Practicum/Internship Student Evaluation of Field Setting

*Student will obtain the information to complete the approval form in ELCTaskstream.*

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

*Practicum/Internship School District No.25 Request Form*

We are requesting that _____ be allowed to complete a field-based experience at _for the Academic Year 2025-2026 under the supervision of

_____. The field-based experience will begin on __and conclude on _____.

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

- Individual counseling concerning academic, career, and personal issues

- Group counseling which adds social interaction skills to the issues covered in individual counseling

- Classroom presentations related to guidance and counseling activities

- Testing and related assessment tasks

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

**Practicum/Internship Student: ___Date: _**

**School District 25 Representative: _Date: _**

**Principal: ___Date: _**

**Distribution**

Original: Department of Counseling at ISU (for School Board approval if required) Copy: School District 25 Supervisor/Principal Student.

**Appendix E: Supervised Counseling Experiences Verification Form**

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

**MERIDIAN, IDAHO 83642**

Supervised Counseling Experiences Verification Form

**Student Name:** _____

**Semester:** ___ **Credits:** _____

**Course:** _____

**Practicum/Internship Location:** __

**Duties in Setting:**

**Dates:** to _____

Total Hours of Face-to-Face Counseling Contact

**Type    Total Hours**

Individual        _____

Couple/Family          _____

Group _____

Total Hours of Individual Direct Supervision Contact:

**Type    Total Hours**

1:1/Triadic with University Supervisor          _____

1:1/Triadic with Field Supervisor          _____

**Additional Hours**

- **Total Hours of Lab Supervision:** __

- **Total Indirect Hours in Setting:** __

- **All Other Hours in Setting:** _

- **Hours Toward Practicum/Internship:** ___

**Summary**

Direct Contact + Supervision + Other Indirect in Setting: __

Signature of University Supervisor**:** _

**Printed Name:** _____**Title:** _

**Date:** _

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

Distribution: Original: Student Copy:  Experiential Learning Cloud (Tevera)

**Appendix F: Code of Ethics**

For the complete Code of Ethics, visit: American Counseling Association Code of Ethics (2014)

**Appendix G: Policies & Procedures for Animal Partners**

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

*Guiding Philosophy*

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

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

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

- Recognize animals as sentient beings with complex inner lives.

- Avoid objectification of animals as "things" or "tools," and avoid using the terms "use" and "it" when referencing animal partners.

- Avoid anthropomorphism and practice accurate perspective-taking.

- Ensure that animal partners are entitled to bodily autonomy, choice, and active consent at all times.

- Practice humane handling and holistic husbandry with animal partners.

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

*Animal Partner Approval Process*

All animal partners interacting with students or clients in connection with the department require documented approval from Dr. Stewart for each visit. This requirement includes bringing animals for on-campus visits and for students or clients visiting animals off-campus (e.g., equine sites). Only

specifically approved therapy animals and animals in training are permitted on campus or to interact with students and clients. Personal pets and emotional support animals (ESAs) are not permitted in the Department of Counseling. Task-trained service animals that assist individuals with disabilities are allowed in accordance with the ADA.

## Animals Permitted in the Department

*Therapy Animals*

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

*Animals in Training*

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

## Handler Preparation and Competence

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

## Animal Preparation and Training

A healthy relationship between handler and animal partner is essential for Animal Assisted Services. Approved training methods and equipment must remain consistent whether the team is working or not.

The Department endorses fear-free, force-free, and positive reinforcement-based humane training techniques. Aversive equipment and punishment are prohibited, including prong collars, shock collars, whips, and choke chains. This applies to all human-animal interactions associated with the department.

## Animal Workload

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

## Professional Insurance

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

## Risk Assessment

*Zoonosis and Infection Prevention*

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

*Allergenic Considerations*

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

*Cultural Considerations*

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

## Adverse Events in Animal Assisted Interactions (AAIS)

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

## Informed Consent

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

## Local Laws and Ordinances

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

## Veterinary Care and Grooming

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

## Complaints Procedures

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

## Animal Partners Policies and Procedures Manual Acknowledgment Form

Department of Counseling

**Idaho State University Pocatello, ID 83209-8120**

I understand that I am responsible for reading and abiding by all the information presented in the Animal Partners Policies and Procedures Manual. I have reviewed the manual carefully and understand I am responsible for knowing and abiding by the material herein for animal partners both on and off campus. I recognize that I will be held to the following standards: AAAIP Standards of Practice, AAAIP Competencies, AAII Standards and Competencies, and the American Counseling Association's

Animal-Assisted Therapy in Counseling Competencies. If I have questions concerning these materials, I will seek clarification from Dr. Stewart.

By signing this document, I agree to abide by the policies and procedures described within the Handbook. I have downloaded a copy of the Animal Partners Policies and Procedures Manual and understand that I am responsible for the information contained within it.

**Signature: ___Date: _**

*Adverse Events Reporting Form*

Overview of Adverse Event:

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

Offending Party Information:

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

Affected Party Information:

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

Witness Information:

- **Name:** _____

Checklist of Documents

☐ **Therapy Animal Organization Registration or Written Approval** (Therapy Animals only)

☐ **Written Visit Approval** (for each animal for every visit)

☐ **Proof of C-AAIS Certification**

☐ **Proof of Completion of Certificate Program**

☐ **Proof of Liability Insurance** (covering AAIS for Therapy Animals only)

☐ **Draft of Informed Consent and Dissemination Plan** ☐ **Veterinary Records**, including vaccinations

☐ **Draft of Cleaning Procedures**

☐ **Signed Acknowledgement Form** (from the Animal Partners Policies and Procedures Manual)

**Appendix H:**

**KPI Assessment Matrix by Class and Assignment**

**Core Area 1: PROFESSIONAL**

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

**Core Area 2: SOCIAL AND**

| Key Performance Indicator (KPI) | Data Points | Course(s) | Measurement | Minimum Performance |
|---|---|---|---|---|
| guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities (3.B.10) | Y1-F | COUN 6624: Cultural Counseling | Counselor Self and Others' Worldview Awareness Project | 2 = Meets Expectations (equivalent to a B) |
| | Y1-S | COUN 6697: Practicum in Counseling | Practicum Tape Demonstration | 2 = Meets Expectations (equivalent to a B) |
| | Y1&2- Su, F, and S | COUN 6698 Internship in Counseling | IRS Average Final Site Supervisor Evaluation | 2 = Meets Expectations (equivalent to a B) |

**Core Area 3: LIFESPAN DEVELOPMENT**

| Key Performance Indicator (KPI) | Data Points | Course(s) | Measurement | Minimum Performance |
|---|---|---|---|---|
| systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness (3.C.11) | Y2-F | COUN 6614: Lifespan Development | Developmental Case Conceptualization and Service Planning Paper | 2 = Meets Expectations (equivalent to a B) |
| | Y1&2- Su, F, and S | COUN 6698 | IRS Average Final Site | 2 = Meets Expectations |

**Core Area 4: CAREER DEVELOPMENT**

| Key Performance Indicator (KPI) | Data Points | Course(s) | Measurement | Minimum Performance |
|---|---|---|---|---|
| approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors (3.D.2) | Y1-S | COUN 6623: Lifestyle and Career Development | Final Group Project/Presentation | 2 = Meets Expectations (equivalent to a B) |
| | Y1&2- Su, F, and S | COUN 6698 | IRS Average Final Site | 2 = Meets Expectations |

**Core Area 5: COUNSELING PRACTICE AND RELATIONSHIPS**

| Key Performance Indicator (KPI) | Data Points | Course(s) | Measurement | Minimum Performance |
|---|---|---|---|---|
| theories and models of counseling, including relevance to clients from diverse cultural backgrounds (3.E.1) | Y1-F | COUN 6627: Theories of Counseling | Theory Discovery & Exploration Paper | 2 = Meets Expectations (equivalent to a B) |
| | Y1&2- Su, F, and S | COUN 6698 | IRS Average Final Site | 2 = Meets Expectations |
| interviewing, attending, and listening | Y1-F | COUN 6696: | Final Tape Evaluation | 2 = Meets Expectations |
| | Y1-S | COUN 6697: | Practicum Tape | 2 = Meets Expectations |
| | Y1&2- Su, F, and S | COUN 6698 | IRS Average Final Site | 2 = Meets Expectations |

**Speciality Area : CLINICAL MENTAL HEALTH COUNSELING**

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

**Speciality Area :SCHOOL COUNSELING**

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

**Speciality Area : COLLEGE COUNSELING AND STUDENT AFFAIRS**

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

**Speciality Area :MARRIAGE, COUPLE, AND FAMILY COUNSELING**

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

**Speciality Area: CLINICAL REHABILITATION COUNSELING**

| Key Performance Indicator (KPI) | Data Points | Course(s) | Measurement (Assignment) | Minimum Performance Indicator |
|---|---|---|---|---|
| rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs (5.D.4) | Y1-F | 6615: Foundations of Clinical Rehabilitation Counseling | Disability Research Paper & Poster Presentation | 2 = Meets Expectations (equivalent to a B) |
| | Y1-S | 6616: Professional Issues in Clinical Rehabilitation Counseling | Assessment & Evaluation Final Paper | 2 = Meets Expectations (equivalent to a B) |
| intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management for people with disabilities (5.D.9) | Y1-S | 6616: Professional Issues in Clinical Rehabilitation Counseling | Assessment Evaluation Paper and Presentation | 2 = Meets Expectations (equivalent to a B) |
| | Y1-SU | 6617 Medical Aspects of Disability | Case Management Paper | 2 = Meets Expectations (equivalent to a B) |
| | Y2-S | | Masters Oral Examination | 2 = Meets Expectations (equivalent to a B) |

**DOCTORAL CURRICULUM: COUNSELING**

| Key Performance | Data Points | Course(s) | Measurement | Minimum Performance |
|---|---|---|---|---|
| scholarly examination of the evidence base for counseling processes and theories (6.B.1.a) | Y1-F | 7727: Advanced Theories of Counseling | Theory Presentation | 2 = Meets Expectations (equivalent to a B) |
| | Y1-F+S, Y2-F+S, Y3-F+S | COUN 8849/8849L: Doctoral Internship and Lab | Counseling Video | 2 = Meets Expectations (equivalent to a B) |

**DOCTORAL CURRICULUM: SUPERVISION**

| Key Performance | Data Points | Course(s) | Measurement | Minimum Performance |
|---|---|---|---|---|
| theoretical frameworks and models of counseling supervision (6.B.2.b) | Y1-F | 7790: Supervision in Counselor Education | Personal Model of Supervision Paper | 2 = Meets Expectations (equivalent to a B) |
| | Y1-F+S, Y2-F+S, Y3-F+S | COUN 8849/8849L: Doctoral | Supervision Video | 2 = Meets Expectations (equivalent to a B) |

**DOCTORAL CURRICULUM: TEACHING**

| Key Performance | Data Points | Course(s) | Measurement | Minimum Performance |
|---|---|---|---|---|
| 6.B.3.b - andragogy and adult learning theories | Y2-F | COUN 7705 Instructional Theory for Counselor Educators | Instructional Theory Paper | 2 = Meets Expectations (equivalent to a B) |
| | Y1-F+S, Y2-F+S, Y3-F+S | COUN 8849/8849L: Doctoral Internship and | Teaching Video | 2 = Meets Expectations (equivalent to a B) |
| 6.B.3.c - teaching methods relevant to counselor education | Y2-F | COUN 7705 Instructional Theory for Counselor Educators | Instructional Theory Paper | 2 = Meets Expectations (equivalent to a B) |
| | | COUN 8849/8849L: | Teaching Video | 2 = Meets Expectations (equivalent to a B) |

**DOCTORAL CURRICULUM: RESEARCH AND SCHOLARSHIP**

| Key Performance | Data Points | Course(s) | Measurement | Minimum Performance |
|---|---|---|---|---|
| qualitative approaches to data analysis (6.B.4.c) | Y1-S | COUN 7703 Qualitative Research | Mini Proposals | 2 = Meets Expectations (equivalent to a B) |
| | Y2-F | COUN 7704 Qualitative Methodology and Analysis | Research Project | 2 = Meets Expectations (equivalent to a B) |
| quantitative data analysis methods (6.B.4.b) | Y1-S | COUN 7701- Introduction to Quantitative Research Design | Quant Research Proposal | 2 = Meets Expectations (equivalent to a B) |
| | Y2-F | COUN 7702- Advanced Quantitative Research Design | Quant Research Project 2 | 2 = Meets Expectations (equivalent to a B) |

**DOCTORAL CURRICULUM: LEADERSHIP AND ADVOCACY**

| Key Performance | Data Points | Course(s) | Measurement | Minimum Performance |
|---|---|---|---|---|
| management and administration in agencies, organizations, and other institutions (6.B.5.e) | Y2-S | COUN 7683 Leadership and Advocacy in Counselor Education | Personal Leadership & Advocacy Reflection & Model | 2 = Meets Expectations (equivalent to a B) |
| | Y3-F | COUN | Mock Interview | 2 = Meets Expectations |

| | Data | Procedure (How and When Collected?) | Analyzed (How?) | How use Data (Program/Curricular Improvement) |
|---|---|---|---|---|
| **Aggregate Student Data (knowledge, skills, dispositions)** | - KPIs<br>- Classes/ Clinical Exp. (knowledge & skills)<br>- Core Dispo. Eval. | -KPIs are assessed ongoing basis according to sequence in program.<br> -Students upload KPI assignments to Tevera. | -Analyzed via Tevera<br><br>-Reviewed in Faculty meetings. | -Post faculty review decision where/how to improve curricular material and/or its delivery. |
| **Demographic Data** | **Applicants**:<br>-Gender<br>-Ethnicity<br>-Age<br>-Idaho Residency<br>**Students:**<br>-CACREP Vital Stats<br>- Contact Info.<br>-GPA by semester<br>**Graduates:**<br> -year graduated<br>-major<br>-New Contact info.<br>-Employer contact info. | <u>Applicants:</u><br>- Dept./Univ. Application<br>-between March and January of each year.<br><br><u>Students:</u><br>-Dept. gathers on semester basis<br>-University registrar reports<br><br><u>Graduates:</u><br>-Dept. follow up upon graduation. | Applicants/Students/Graduates:<br>-Reviewed by faculty via email and/or faculty meeting. | Applicants/Students/Graduates:<br><br>-Post faculty review decision where/how to improve marketing materials and/or its delivery. |
| **Follow up Studies (graduates, site supervisors, employers)** | Survey Results | Graduates: 6 months' post-graduation via Qualtrics<br>Site Supervisors: - IRS<br>Employers: 6 months post-graduation via Qualtrics | -Analyzed via Qualtrics<br><br>-Reviewed in Faculty meetings. | Post faculty review decision where/how to improve curricular material and/or its delivery. |
| **Site Feedback: Advisory Board Meeting** | Verbal feedback | -Yearly Advisory board meeting held with representatives of each major. | -Theme identification conducted by faculty. | -Post advisory board faculty discussion. Changes considered for improving course/internship experiences. |
| **Additional Assessment Tool** | | | | |
| Current Student Survey | - Attitudes toward program; likes; dislikes. | - Students surveyed via Qualtrics<br>- at end of each semester | -Analyzed via Qualtrics<br><br>- Reviewed in Faculty meetings | -Post faculty review decision where/how to improve curricular material and/or its delivery |

**ISU Department of Counseling Core Dispositions Masters**

| | Data Points | Course(s) | Measurement (Assignment) | Minimum Performance Indicator |
|---|---|---|---|---|
| Cultural Humility: The student can recognize how their cultural identities and experiences affect their perspectives and has awareness of the cultural identities and experiences of others | Y1-S | COUN 6697: Practicum in Counseling | Spring Semester Core Disposition Evaluation Completed by Faculty Major Advisor (Tevera ISU-1037) | 2 = Meets Expectations (equivalent to a B) |
| | Y2- Su, F, S | COUN 6698: Internship in Counseling | Internship Rating Form (Tevera ISU-1033) Completed by Site Supervisors | 2 = Meets Expectations (equivalent to a B) |
| Mindfulness: The student demonstrates awareness of the present moment, observing their thoughts and feelings without judgment | Y1-S | COUN 6697: Practicum in Counseling | Spring Semester Core Disposition Evaluation Completed by Faculty Major Advisor (Tevera ISU-1037) | 2 = Meets Expectations (equivalent to a B) |
| | Y2- Su, F, S | COUN 6698: Internship in Counseling | Internship Rating Form (Tevera ISU-1033) Completed by Site Supervisors | 2 = Meets Expectations (equivalent to a B) |

| | Data Points | Course(s) | Measurement (Assignment) | Minimum Performance Indicator |
|---|---|---|---|---|
| Engagement: The student demonstrates an emotional involvement and commitment to their own personal and professional development | Y1-S | COUN 6697: Practicum in Counseling | Spring Semester Core Disposition Evaluation Completed by Faculty Major Advisor (Tevera ISU-1037) | 2 = Meets Expectations (equivalent to a B) |
| | Y2- Su, F, S | COUN 6698: Internship in Counseling | Internship Rating Form (Tevera ISU-1033) Completed by Site Supervisors | 2 = Meets Expectations (equivalent to a B) |
| Reflexivity: The student is aware and open to exploring their own belief systems, values, and needs, and their impact on relationships with self and others (peers, supervisors, faculty, clients) | Y1-S | COUN 6697: Practicum in Counseling | Spring Semester Core Disposition Evaluation Completed by Faculty Major Advisor (Tevera ISU-1037) | 2 = Meets Expectations (equivalent to a B) |
| | Y2- Su, F, S | COUN 6698: Internship in Counseling | Internship Rating Form (Tevera ISU-1033) Completed by Site Supervisors | 2 = Meets Expectations (equivalent to a B) |
| Curiosity: The student demonstrates an eagerness for understanding leading to future inquiry | Y1-S | COUN 6697: Practicum in Counseling | Spring Semester Core Disposition Evaluation Completed by Faculty Major Advisor (Tevera ISU-1037) | 2 = Meets Expectations (equivalent to a B) |

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

**ISU Department of Counseling Core Dispositions Doctoral**

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

| | | | | |
|---|---|---|---|---|
| Cultural Humility: The student can recognize how their cultural identities and experiences affect their perspectives and has awareness of the cultural identities and experiences of others | Y1-S | Advisor Evaluation | Spring Semester Core Disposition Evaluation Completed by Faculty Major Advisor (Tevera ISU-1037) | 2 = Meets Expectations (equivalent to a B) |
| | Y2-2 | Advisor Evaluation | Internship Rating Form (Tevera ISU-1033) Completed by Site Supervisors | 2 = Meets Expectations (equivalent to a B) |
| | Y3-S | Advisor Evaluation | Internship Rating Form (Tevera ISU-1033) Completed by | |
| Mindfulness: The student demonstrates awareness of the present moment, observing their thoughts and feelings without judgment | Y1-S | Advisor Evaluation | Spring Semester Core Disposition Evaluation Completed by Faculty Major Advisor (Tevera ISU-1037) | 2 = Meets Expectations (equivalent to a B) |
| | Y2-2 | Advisor Evaluation | Internship Rating Form (Tevera ISU-1033) Completed by Site Supervisors | 2 = Meets Expectations (equivalent to a B) |
| | Y3-S | Advisor Evaluation | Internship Rating Form (Tevera ISU-1033) Completed by | 2 = Meets Expectations (equivalent to a B) |

| | | | | |
|---|---|---|---|---|
| Engagement: The student demonstrates an emotional involvement and commitment to their own personal and professional development | Y1-S | Advisor Evaluation | Spring Semester Core Disposition Evaluation Completed by Faculty Major Advisor (Tevera ISU-1037) | 2 = Meets Expectations (equivalent to a B) |
| | Y2-2 | Advisor Evaluation | Internship Rating Form (Tevera ISU-1033) Completed by Site Supervisors | 2 = Meets Expectations (equivalent to a B) |
| | Y3-S | Advisor Evaluation | Internship Rating Form (Tevera ISU-1033) Completed by Site Supervisors | 2 = Meets Expectations (equivalent to a B) |
| Reflexivity: The student is aware and open to exploring their own belief systems, values, and needs, and their impact on relationships with self and others (peers, supervisors, faculty, clients) | Y1-S | Advisor Evaluation | Spring Semester Core Disposition Evaluation Completed by Faculty Major Advisor (Tevera ISU-1037) | 2 = Meets Expectations (equivalent to a B) |
| | Y2-2 | Advisor Evaluation | Internship Rating Form (Tevera ISU-1033) Completed by Site Supervisors | 2 = Meets Expectations (equivalent to a B) |
| | Y3-S | Advisor Evaluation | Internship Rating Form (Tevera ISU-1033) Completed by Site Supervisors | 2 = Meets Expectations (equivalent to a B) |

| Curiosity: The student demonstrates an eagerness for understanding leading to future inquiry | Y1-S | Advisor Evaluation | Spring Semester Core Disposition Evaluation Completed by Faculty Major Advisor (Tevera ISU-1037) | 2 = Meets Expectations (equivalent to a B) |
|---|---|---|---|---|
| | Y2-2 | Advisor Evaluation | Internship Rating Form (Tevera ISU-1033) Completed by Site Supervisors | 2 = Meets Expectations (equivalent to a B) |
| | Y3-S | Advisor Evaluation | Internship Rating Form (Tevera ISU-1033) Completed by Site Supervisors | 2 = Meets Expectations (equivalent to a B) |
| Integrity: The student engages in consistent commitment to upholding the ethics and values of the counseling profession | Y1-S | Advisor Evaluation | Spring Semester Core Disposition Evaluation Completed by Faculty Major Advisor (Tevera ISU-1037) | 2 = Meets Expectations (equivalent to a B) |
| | Y2-2 | Advisor Evaluation | Internship Rating Form (Tevera ISU-1033) Completed by Site Supervisors | 2 = Meets Expectations (equivalent to a B) |
| | Y3-S | Advisor Evaluation | Internship Rating Form (Tevera ISU-1033) Completed by Site Supervisors | 2 = Meets Expectations (equivalent to a B) |

| Empathy: The ability to express feelings, of self and others, appropriately and effectively | Y1-S | Advisor Evaluation | Spring Semester Core Disposition Evaluation Completed by Faculty Major Advisor (Tevera ISU-1037) | 2 = Meets Expectations (equivalent to a B) |
|---|---|---|---|---|
| | Y2-2 | Advisor Evaluation | Internship Rating Form (Tevera ISU-1033) Completed by Site Supervisors | 2 = Meets Expectations (equivalent to a B) |
| | Y3-S | Advisor Evaluation | Internship Rating Form (Tevera ISU-1033) Completed by Site Supervisors | 2 = Meets Expectations (equivalent to a B) |