



**BOISE STATE
UNIVERSITY**

**MASTER OF ARTS IN
COUNSELING
STUDENT HANDBOOK**

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INTRODUCTION

WELCOME ABOARD...

Counseling is an exciting profession with unlimited day-to-day variety, challenges, and opportunities to grow. Program faculty bring different backgrounds, interests, and areas of expertise to the graduate students in the Counseling Program at Boise State University.

Together we hope to provide you with a broad spectrum of research projects, practical experiences, teaching and learning styles, theoretical approaches, and professional goals. Through the next three years you will have the opportunity to develop awareness, knowledge, and skills necessary to be effective as a professional counselor working in a variety of settings.

This 60 semester credit Program has substance, rigor, and a great deal of practicality. It is both challenging and rewarding. The materials that follow in this Student Handbook are important to your progress, so please refer to this Handbook carefully and often during your program of study.



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Department Chair and Professor

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Associate Professor and Coordinator of the Counselor Education and Supervision (CES) Cognate

PROFESSIONAL ORGANIZATION WEBSITES

- American Counseling Organization (ACA) www.counseling.org
- American School Counseling Organization (ASCA) www.schoolcounselor.org
- International Association of Addictions and Offender Counseling (IAAOC) www.iaaoc.org
- Idaho Counseling Association (ICA) www.idahocounseling.org
- Idaho School Counseling Organization (ISCA) www.idahoschoolcounselors.org
- Idaho Mental Health Counselors Association (IMHCA) <https://imhca38.wildapricot.org>

SECTION I:

GENERAL POLICIES

STUDENT HANDBOOK USE AND PURPOSE

The purpose of this *Student Handbook* is to provide information essential to you as a student who has been accepted into the graduate program in counseling in the College of Education at Boise State University. The materials are presented in an electronic format to accommodate regular updating of forms, policies, and programs. Additional copies of the forms included in the handbook can be found on the Department's website (education.boisestate.edu/counselored).

The Master of Arts in Counseling Program is designed to prepare individuals to become Licensed Professional Counselors. Students are required to enroll in one of two cognate areas: School Counseling or Addiction Counseling.

The School Counseling cognate prepares professionals to work with students ranging from kindergarten to high school to promote academic, career, and personal/social development. This cognate area focuses on the design and implementation of comprehensive school counseling programs that include individual and group counseling, classroom guidance, and consultation within the school setting. Graduates of the School Counseling cognate may choose to work in both private and public school systems at the elementary, middle, and high school level. For Idaho Certification as a School Counselor, graduates must complete 700 clock hours of field experience (600 need to be in a K-12 setting). Completion of the School Counseling cognate meets Idaho school counseling certification requirements.

The Addiction Counseling Cognate prepares professionals to work with individuals and families affected by substance abuse and other addictive behaviors in education, prevention and intervention settings. This cognate area focuses on assessment, treatment, and relapse prevention as well as models of prevention and intervention for addiction. Graduates of the Addiction Counseling cognate may choose to work in private practice or in a variety addiction and/or behavioral health of community agencies offering counseling service.

Program faculty in the Counselor Education Department have developed a rigorous applicant screening process which we implement each spring with the assistance of a community-based Advisory Council. The Council is composed of practicing counselors who were instrumental in the original Program design, who often teach as adjunct faculty, are internship supervisors, and who have input into course revisions.

The Program annually receives applications far exceeding the number of available openings. During the interview process every effort is made to provide students a realistic view of the commitment involved to complete a 60 semester credit professional program. With so many applications not being accepted, it is vital that students joining a cohort understand the selection process, retention policies, and performance standards. Please retain this *Student Handbook* for future reference, insert new material as provided, and read it thoroughly and often. Information is sequenced to fit with your course work. While you likely will not fully understand each item at your initial reading, it is important that you begin to familiarize yourself with the professional and institutional terminology and that you gain increasing awareness of the academic progression of a graduate student in the Counseling Program.

It is expected that as a graduate student you are an active learner and will assume responsibility for your education. Program faculty are interested in your professional and personal success, but no more so than you. Thus each student is expected to become completely familiar with the information in the *Student Handbook*. You will need to:

- Attend to the calendars (deadlines) from the Graduate College and the Counselor Education Department
- Provide yourself with forms as they become needed (always check online for updated forms, do not rely on copies of the form from previous semesters)
- Maintain regular communication with your Cohort Advisor and Cognate Coordinator and course faculty through formal appointments as well as less formal contacts
- Become knowledgeable about the professional issues of certification and licensure as they fit with your career and lifestyle goals
- Demonstrate writing skills commensurate with graduate level work and seek assistance if this becomes an identified problem area
- Get clarification whenever you are unclear about policies or procedures
- Maintain personal copies of forms, logs, and all other documents submitted to the department
- Exhibit the mature self-awareness and self-discovery traits considered by Program faculty and supported by research to be essential to effective counseling

MISSION STATEMENT

The mission of the Department of Counselor Education is to prepare ethical professionals who are reflective practitioners and scholars. Graduates from our programs are qualified to practice in a variety of educational and behavioral health settings. We strive for an inclusive learning community encouraging professional growth through a balance of challenge and support.

Operating Philosophy

The purpose of the counseling program is to recruit and graduate students who possess the desire and the skills to meet the challenges of the evolving roles of the counseling profession. As a highly ethical professional team, we are competent, respectful, and responsive counselor educators who maintain an adaptive environment that is educationally challenging and supportive of our students and colleagues. We believe in consensus in a nurturing and collaborative Department that promotes academic rigor, professionalism, and quality student outcomes.

The required core of theory and professional issue classes blend with practicum/internship to integrate the academic and practical aspects of counselor training. Required learner outcomes are based on the 2009 eight core areas and specialty area student learning outcomes of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The counselor preparation faculty views effective counselors in any setting as skilled helpers who have a realistic sense of personal identity and professional ethics with an obvious commitment to refining their knowledge, attitudes, and skills for the benefit of clients and the profession of counseling. This view of professional counselor education is congruent with Boise State University's mission statement to prepare students not only for employment and career advancement, but also for participation in society as active, informed citizens.

Diversity Recruitment Policy

The Counselor Education Department is committed to attracting students from diverse backgrounds (including those from under-represented populations) and to providing an education environment, which is safe, inviting, and supportive to all.

*Note: Mission Statement is reviewed every 2 years.

GUIDING PHILOSOPHY: THE REFLECTIVE PRACTITIONER

Reflective practitioners think critically about pedagogy, subject matter, and the needs and backgrounds of the population they serve. Boise State University education programs are guided by the professional understanding of the importance of reflection and the process by which it occurs. Within this context reflective practitioners:

1. Use research, theory, law, and the wisdom of practice to guide decision making
2. Create an environment conducive to learning in which students participate in decision-making
3. Emphasize the importance of students being able to work independently and collaboratively
4. Teach toward curricular goals, adapting approaches as needed, while maintaining high standards for all students
5. Use continuous, varied assessments to help all students learn and achieve their potential
6. Enhance learners' abilities to communicate in spoken and written language and other media
7. Work collaboratively and value planning as a collegial activity
8. Use modern technologies appropriately
9. Continue their professional development, staying current with best practices
10. Contribute to the continuous improvement of schools
11. Commitment to the fundamental principles of a democratic, diverse society
12. Developing a global perspective, recognizing the interdependence of all people while valuing independence and self-reliance
13. Accepting responsibility for themselves and acting responsibly toward others
14. Cultivating aesthetic sensibilities in ourselves and students, encouraging creative and artistic endeavors, and approaching beauty and wonder as ways to interpret and change the world
15. Appreciating complexity and ambiguity, using dissonance to stimulate learning in students and ourselves, and resisting the urge to charge ahead into sureness or to retreat into perpetual uncertainty and indecision.

Preparing reflective practitioners requires community and collaboration. The Counseling Program at Boise State University is designed and overseen by faculty members with involvement of public school personnel. Coursework includes the study of counseling, content knowledge, and experiences to facilitate effective decisions. Courses are carefully integrated with experiences at partnership sites, providing candidates opportunities to thoughtfully put theory into practice.

CORE VALUES

Academic Excellence - We seek to integrate theory and evidence-based practice, and we remain informed through our own learning and by meaningful assessment.

Innovation and Creativity - we strive to create new and better ways of accomplishing our mission and support student and faculty personal and professional growth to promote creativity and innovation.

Professionalism and Collaboration - We model conduct that we expect from our students, including collegiality, collaboration, and the active appreciation of the value of multiple perspectives.

Service and Advocacy - We actively support our students to maximize their success and see our work as part of the larger system of societal services through training and advocacy.

Accessibility and Diversity - We optimize the opportunities for all to learn and grow through inclusiveness and the respect of student differences and commonalities.

Accountability – we hold ourselves and our students jointly responsible for our choices and for measurable, positive, and professional outcomes, and seek to model this commitment in our work and our interactions with our students.

Ethics - We promote the highest ethical standards among ourselves and our students and model integrity, honesty, and concern for the welfare of others.

Special Note

Counseling is a combination of knowledge, skill, and art in which the uniqueness and personality of the counselor have enormous influences on relationship building and counselor effectiveness. It is imperative that each student progressing through the Program be willing to grow in self-awareness as well as knowledge and skill, to model behavior and attitudes as expected from clients, to exhibit professional and ethical standards of practice, and to actively contribute to the well-being of clients and other students. Advisors and faculty have a responsibility to foster integrity in the counseling profession.

Beginning with the application for admission to the Program, each student will be involved in a structured screening process. Screening interviews may also occur prior to the student enrolling in Group Counseling, Counseling Practicum, and Advanced Counseling Internship. Students are evaluated by all Program faculty several times a year. Areas of evaluation include GPA, attainment of satisfactory scores on student learning outcomes, professional, personal, and academic development, performance in counseling courses (Counseling Skills, Practicum, and Internship), standardized tests (CPCE), and capstone activities. If life events appear to interfere with a student's ability to work with clients effectively, the student may be requested to withdraw from the Program temporarily. When ready, the student may apply for readmission. In summary, because of the nature of the counseling profession, academic, professional, and personal qualifications are included for evaluating, retaining, and graduating students per our national accrediting body (CACREP).

PROGRAM OBJECTIVES

The program objectives are consistent with the mission and guiding philosophy of the program. The program objectives are designed to be measurable. Core program objectives are tied to the areas of professional identity, ethical and legal issues, advanced counseling skills, and professional and personal growth and development. Specialty area objectives are tied to competencies in the areas of school counseling and addiction counseling.

Professional Identity

1. Demonstrates mastery of core counseling knowledge necessary for licensure and certification and counseling practice in a multicultural and pluralistic society.
2. Identifies a guiding theory of counseling that will serve as a foundation for counseling and demonstrates knowledge of the techniques/procedures, processes, cultural applications, and limitations of the guiding theory.
3. Develops a counselor identity including holding membership in professional counseling organizations, attaining certifications and licensure within the counseling profession, and advocating for policies, programs, and services that are equitable.
4. Uses the research literature to enhance counseling practice and develops, manages, and evaluates counseling practice through action research and program evaluation.

Ethical and Legal Issues

1. Identifies an ethical decision making model that will serve as a guide for navigating ethical issues that arise in practice.
2. Demonstrates use of ethical decision making in counseling practice.

Advanced Counseling Skills

1. Demonstrates mastery of core counseling skills necessary for licensure and certification and the ability to work with students and/or clients from diverse backgrounds for a variety of presenting problems and developmental issues, utilizing individual and group interventions.
2. Demonstrates theoretical case conceptualization, the ability to formulate counseling goals, and the use of counseling skills consistent with theoretical orientation.
3. Develops and maintains culturally responsive counseling relationships.

Professional and Personal Growth and Wellness

1. Through a process of professional and personal reflection, develops a plan for professional and personal growth and wellness.
2. Recognizes one's own strengths and limitations through participation in counseling supervision and professional and personal development activities.
3. Participate in seminars, workshops or other activities that contribute to professional and personal growth.

SCHOOL AND ADDICTION COGNATE OBJECTIVES

Students in the School Counseling cognate are expected to:

1. Understand professional issues specifically related to school counseling.
2. Provide classroom guidance to promote the academic, career, and personal/social development of students.
3. Assess student's strengths, needs, and barriers that impeded development, with attention to uniqueness in cultures, language, values, backgrounds, and abilities.
4. Consult with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
5. Use peer helping strategies in the school counseling program.
6. Participate in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
7. Plan and present school counseling-related educational programs for use with parents and teachers.
8. Counsel clients in your area of specialization (e.g. elementary-aged children, adolescents).

Students in the Addiction Counseling cognate are expected to:

1. Understand professional issues specifically related to addiction counseling.
2. Use principles and practices of diagnosis, treatment, referral, and prevention of substance use disorders and co-occurring disorders to initiate, maintain, and terminate counseling.
3. Counsel clients with addiction and co-occurring disorders.
4. Conduct an intake interview, a mental status evaluation, a bio-psycho-social history, a mental health history, and a psychological assessment for treatment planning.
5. Screen for withdrawal symptoms, aggression and danger to self and/or others, as well as co-occurring disorders.
6. Use diagnostic tools, including the current edition of the DSM and ASAM criteria, to describe the symptoms and clinical presentation of clients with substance use disorders and co-occurring disorders.
7. Counsel clients in your area of specialization (e.g. adolescents, adults).

ACADEMIC POLICIES

The following section addresses Boise State University policies and procedures governing:

- Acceptable Academic Performance
- Course Repeat Policy
- Transferring Credits
- Challenging Required Courses
- Credit Limits for Pass/Fail Courses, Workshops, and Directed Research

Many other academic policies and procedures are described or defined elsewhere in the Graduate Catalog, most notably in sections on General Policies, Graduate Degree Program General Requirements, Registration, and Grades. Please refer to the current catalog often.

Acceptable Academic Performance

Boise State University expects all graduate students to strive toward—and attain—academic excellence. If your academic performance is unsatisfactory, you may be withdrawn from the degree program by the Dean of the Graduate College, acting on the recommendation of your department.

To be eligible to receive a degree from the Graduate College, you must have a grade-point average (GPA) of 3.00 (B) or better in all graduate work specific to your program of study, and you cannot have a grade below a C in any individual course. You must receive a grade of A or B in a 300G or 400G-level course in order to count those credits toward your graduate degree. Finally, you cannot count grades below C to meet any requirement of a graduate degree program. A grade of C- or below will make you ineligible for graduation. It is your responsibility to communicate any grade below a C to your advisor.

If you are seeking a graduate degree and you earn a cumulative GPA of less than 3.00 for two consecutive semesters, you will be withdrawn from the graduate program and academically disqualified from any further graduate courses at Boise State University.

Course Repeat Policy

If you receive a final grade of D in a 300G-, 400G-, 500 or 600- level course required for your graduate degree, you may attempt to improve the grade by repeating the course only one time. If that attempt is unsuccessful, you will be withdrawn from the graduate program and academically disqualified from any further graduate level work. The course must be repeated the next semester you are enrolled and the course is offered or you will waive your right to repeat the course. If not re-enrolled, a “D” will stand indefinitely.

If you receive a final grade of F in a 500-600-level course required for your graduate degree, you cannot retake the course. You will be withdrawn from the graduate program and academically disqualified from any further graduate courses at Boise State University.

The university does have a policy that allows a student to request reinstatement to a graduate program from which he or she has been administratively withdrawn. Please keep in mind that requests for reinstatement are rigorously reviewed and approval is by no means guaranteed. You may apply to a graduate program in a different discipline if that is of interest to you. Success

sometimes awaits those who examine their goals and try a second time but in a more appropriate field.

Transfer Credits

You can transfer up to nine graduate semester credits taken at other institutions and apply those credits toward a graduate degree. However, the courses must be consistent with the program of study planned by you and your Advisor. In addition, you must have taken the courses at an accredited institution and must have received—in each course—a grade no lower than B.

In general, the University discourages graduate students from transferring credits earned for extension courses, though some departments may elect to accept extension credits after conducting a detailed examination of each course. No correspondence course credits or experiential credits will be accepted for graduate credit. Finally, you cannot transfer credits used to satisfy requirements for a graduate degree you received from another institution. For more information and additional stipulations regarding transfer credits, see “Admission to a Graduate Degree Program” of the current catalog.

Challenge Courses

If a graduate student requests the opportunity to challenge a course in a graduate degree program, the department offering the course will decide whether to grant that opportunity. For interdisciplinary courses, the decision will be made by the coordinator in charge of the graduate degree program to which the course applies.

Credit Limits for Pass/Fail Courses, Workshops, and Directed Research

You may apply toward a Master of Arts in Counseling degree no more than ten (10) pass/fail credits. (Project, thesis, and dissertation credits graded P/F are excluded from this limitation.) Note that Internship in Counseling I and II, and Assessment (CPCE) constitute seven of these ten allowable credits. Likewise, you may apply toward a graduate degree no more than nine credits you have earned by completing directed research. No more than six directed-research credits may be earned in one semester.

Additional information available through the Office of the Registrar

- www.boisestate.edu/registrar

SECTION II:

PROGRAM POLICIES

ADJUDICATION STATEMENT EXPLANATION AND REQUIREMENTS

In 2003 the College of Education determined that it is in the best interests of students to create a mechanism to determine the criminal history, if any, of the persons pursuing degrees in education. In 2015 the Department of Counselor Education determined that additional information related to professional licensure, certification, and standing is also relevant to students pursuing a Masters in Arts in Counseling, and that such information may be considered and used by program faculty and officials to (a) make determinations regarding a student's admission into the program, (b) discontinue students from the program, where necessary and appropriate, (c) determine whether program faculty will endorse students for practicum, internship, and/or any other field-based placement, and other purposes consistent with accreditation, student success, public safety, and program integrity. Furthermore, information regarding professional licensure, certification, and standing may be disclosed by program faculty to potential internship and/or any other field-based placement sites or individual supervisors.

To the Student:

Professional counselors consider the welfare of the client above all else. As Counselor Educators, faculty have a duty to clients of counseling students, especially minor clients. The Department of Counselor Education requires all students to sign and submit the Adjudication Statement three times:

- (1) upon acceptance into the program,**
- (2) prior to participating in practicum or any practicum field-placement, and**
- (3) prior to participating in internship.**

Information disclosed or otherwise obtained can determine faculty decisions regarding continuation in the program, endorsement by program faculty for students to enroll in practicum and/or internship, endorsement for any field-based placement, and disclosure by program faculty to potential internship and/or other field-based site or individual supervisors.



BOISE STATE UNIVERSITY

COLLEGE OF EDUCATION

Department of Counselor Education

ADJUDICATION STATEMENT FORM

I understand that before I may work with clients and/or students/minors through the Boise State University Department of Counselor Education, be placed in a practicum, field-based setting, or internship sponsored by Boise State, I must fully complete the statement below, sign, and submit this document to the Counselor Education Department, and to arrange a follow-up meeting with faculty should it be deemed necessary.

- 1) Have you ever been convicted, forfeited bond, received a withheld judgment or otherwise been adjudicated guilty in a court of law for any criminal offense, whether misdemeanor or felony, other than a minor traffic offense?

Yes No If Yes, year of most recent occurrence _____

If yes, for each such adjudication or occurrence, please provide detailed information, including the charge or offense, the date of adjudication, and the name and location of the court or tribunal in which the case was adjudicated (you can attach a letter if additional space is needed):

- 2) Have you ever had a professional license or certification revoked or not been in good standing with any professional board?

Yes No If Yes, year of occurrence _____

If yes, for each such occurrence, please provide detailed information, including the name and location of the board or association that took such action, the basis of the action, and a description of the outcome of such proceeding (you can attach a letter if additional space is needed):

If you answered yes to either question, have you already met with faculty for an in-depth discussion about this matter?

Yes No If Yes, year of occurrence _____

If you answered “Yes” to either question and have not previously met to discuss the events specified on this form, you must contact your Cohort Advisor for an appointment. You may not work with clients or be placed in a school until you have met with your Advisor and the Department Chair to determine your suitability for this work. If you do not agree with the outcome, you may appeal to the College of Education Professional Standards Committee.

I understand that falsifying information on this and/or any application forms for the Boise State University Counselor Education Program may cause my application for acceptance or for continuance in a counseling degree program to be denied or revoked. Additionally, I understand that what I disclose on this form may impact my admission status, continuation in the program, enrollment in practicum, internship, and/or any other field-based placement. Furthermore, I understand that program faculty may determine it is necessary to disclose information provided on this form or otherwise obtained by faculty and/or staff to potential internship and/or other field-based placement site or individual supervisors, and I expressly consent to such disclosure.

I hereby further agree to promptly notify program officials if, after execution of this form, I am charged with a crime and/or any action is taken against any professional license or certification I possess, and to provide complete and accurate information regarding any such occurrences. I understand and agree that future occurrences may likewise affect my standing in the program, including external placements, and understand that my failure to promptly notify program officials of such may result in my dismissal from the program.

Date _____

Student _____
Printed name

Signature

Witness _____
Printed name

Signature

Return the completed form to Boise State University, Department of Counselor Education, Education Building, Room 421

STUDENT REVIEW AND RETENTION POLICY

Successful completion of a graduate program in counseling is based on the demonstration of effectiveness in academic, professional, and personal areas as they relate to the counseling profession. The faculty of the Department of Counselor Education have a professional responsibility to evaluate the academic, professional, and personal development of students in training programs. Evaluation procedures serve two major purposes:

1. To provide students with information related to their progress that will enable them to take advantage of strengths and to remediate weaknesses in their academic, professional, and personal development.
2. To provide faculty with information about student progress which will facilitate decisions that are in the best interests of students and the profession they are preparing to enter.

The Student Review and Retention policy for the Master of Arts in Counseling describes the process for faculty sharing of information about student progress. Student review is ongoing and continuous. The faculty is concerned about the suitability of a student entering a profession with evidence of unsatisfactory performance in practical skills, behaviors which are unethical, illegal, or unprofessional, and/or dispositions deemed inappropriate for a professional counselor. Any faculty member may raise questions about a particular student's performance and progress at any time. Discussions of student performance and progress will be held in "executive session." Note that all students are reviewed by all program faculty several times a year.

If, in the professional judgment of the program faculty, a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming during the course of training (including course work, practicum, externships, and internships), the following steps are taken:

1. Within ten (10) academic days, the cohort advisor will inform the student in writing of the identified problem areas noted by the faculty, requesting an appointment to receive feedback and to identify appropriate and/or remedial procedures expected of the student.
2. The student will set an appointment with the cohort advisor, and they will develop a written plan for remediation of the student's behavior which
 - a. Behaviorally defines the student's problems
 - b. Identifies the expected behavior patterns or goals
 - c. Specifies possible methods to reach the goals, which could include:
 - (1) Personal counseling
 - (2) Group growth experiences
 - (3) Self-structured behavioral change
 - (4) Additional academic course work or practicum, field experience, etc.
 - d. Specifies possible resources available to assist the student in achieving satisfactory performance and/or behavior change
 - e. Designates a way in which the goal attainments will be demonstrated
 - f. Sets a date for re-evaluation and/or goal attainment
3. The plan will be submitted by the student for faculty review, possible modification, and approval.

4. If the plan has been modified by the faculty, the cohort advisor and the student will meet to review the modified plan.
5. A copy of the approved plan (#3 above) will be provided to the student and a copy will be retained in the student's file in the Department of Counselor Education. Both copies of the plan will be signed and dated.
6. At or near the date set for re-evaluation, the student's progress will be reviewed by the faculty, with four options of recommendation:
 - a. Continuation in the program: the specified concerns no longer present a significant problem and the student is allowed to continue in the program.
 - b. Probation and remediation: progress is documented on the first evaluation, an updated behavioral plan is prepared, and a date is set for another re-evaluation.
 - c. Voluntary resignation: progress is documented as insufficient with the recommendation that the student resign from the program.
 - d. Dismissal from the program: the student has failed to attain the behavioral goals and there is no expectation that he or she can reasonably attain them in the near future.
7. The student will be immediately notified in writing by the cohort advisor of the re-evaluation decision, requesting the student make an appointment with the advisor, and specifying if the student is on conduct or professional probation within the Program. If dismissal from the program is recommended by the faculty, the notice will include the specific reasons for the potential termination.

Note: Academic Probation is governed by Graduate College Regulations.

8. Depending upon the re-evaluation decision (as outlined in 6a, 6b, 6c, and 6d above) by the faculty, the student and the cohort advisor will review the options available to the student.
9. If d. Dismissal from the program is the decision, the student will be given thirty (30) days from the meeting with the cohort advisor in which to, if the student chooses,
 - a. Prepare and present to the program faculty a written response to the decision and
 - b. Request, in writing, a full counseling faculty review of the decision.
10. Upon receipt of a written request from the student, a faculty meeting will be held within twenty (20) academic days to provide the student with the opportunity to present his or her case to the faculty.
11. Following the student's presentation, the program faculty will meet to:
 - a. Review the student's progress in the program
 - b. Review the student's behaviors as related to expected professional and/or personal dispositions and behavior
 - c. Review the student's remediation progress
 - d. Render a decision as to whether the dismissal recommendation is upheld.
13. Immediate notification of the decision will be provided to the student by the chair of the Counselor Education Department with a copy to the Dean of the Graduate College and the Dean of the College of Education.

14. If the dismissal decision is upheld, the chair of the Counselor Education Department will submit a formal recommendation for an administrative withdrawal.
15. If a student's unacceptable professional and/or personal behaviors are deemed severe enough by the program faculty, a recommendation for immediate dismissal from the program will be made. Steps 1 through 8 of this policy will not be employed in this circumstance. The student will be informed of the recommendation by letter from the Chair of the Counselor Education Department, with copies to the Dean of the College of Education and the Dean of the Graduate College. Steps 9-13 will then be implemented.
16. If the student is not satisfied with the decision reached by program faculty, the appeals procedure is outlined in the [Boise State University Student Code of Conduct](#).

CLASSROOM TECHNOLOGY POLICY

Technology can be a valuable tool for learning and connection. Technology use in the classroom, however, is often distracting and can be a deterrent to engaged learning. An emerging body of literature provides mounting evidence for decreased learning outcomes when students use technology during class (e.g., notetaking, web-surfing, etc.). Further, as counselors-in-training, you need to develop the capacity to be fully present, attuned, and curious. Not using computers, tablets, and cellphones in classrooms allows for the opportunity to develop such capacities.

For our part, as instructors, we will strive to create learning experiences that are meaningful and relevant so that the temptation to disengage through technology is minimal. We will frequently integrate experiential learning exercises, small group discussions, and other such teaching strategies into lectures in order to enhance attention and promote deeper learning. However, there will be times that we will teach through traditional lectures and/or other didactic approaches. These are perfect opportunities for you to practice attentive listening skills!

Given the above rationale, we ask that students **refrain from using laptops, tablets, and cellphones in class**, except when explicitly requested by the instructor (e.g., for use on a project, learning exercise, etc.).

If you believe you need an exemption from this policy, please speak to the course instructor before the start of the course.

NETIQUETTE POLICY

Netiquette refers to the proper way to engage in online communication. Online communication happens in a variety of ways throughout your training to become a professional counselor. For example, you will be emailing your professors and classmates frequently, you will engage in online discussion forums for classes, and you will be communicating through electronic means during your practicum and internship experiences. We expect that all students communicate professionally at all times. Here are some basic guidelines for electronic communication:

Written Communication

1. When emailing, use your “u.boisestate.edu” email account provided by the university. If you have your email forwarded to your smartphone or another email service, remember to select that outgoing mail be sent through your Boise State address.
2. Use professional greetings in your emails. An appropriate greeting to the professor of your course is “Hello Dr. Smith,” not “Hey there/What’s up” or no greeting at all.
3. Use a professional and respectful tone in your email, this is good practice for the communication you will engage in with future employers.
4. Remember to sign your name upon completion of your email. If using a smartphone or tablet, it may be helpful to turn on your automatic signature with a professional closing which identifies you.
5. Include the course number or reason for your email in the signature line. If you are emailing about a question from your Counseling Theories course, include “COUN 502” in the subject line. Faculty members receive many emails daily; this identification can help ensure your email is read promptly.

Online Instruction

Online instruction includes but is not limited to: (a) meetings with faculty, supervisors, and peers; (b) individual and/or triadic supervision; (c) group supervision; and (d) synchronous remote classroom instruction.

All online instruction will be given the same considerations as on-campus, face-to-face meetings, supervision sessions, and classroom instruction. Students are expected to conduct themselves in a manner that is consistent with professional standards and university values, which includes school appropriate language, attire, and actions. In addition, students are expected to follow the guidelines below:

1. Show verbal and non-verbal indications that you are paying attention and engaged.
2. Please refrain from texting, talking to other individuals, or looking at screens unrelated to instruction/supervision.
3. Join online class/supervision from a private location to protect the confidentiality of clients and peers and to minimize distractions and interference from other people.
4. Join online instruction/supervision via video and audio. If you are unable to join via video, contact your instructor or supervisor ahead of time. Once class/supervision has started, you may change your setting to “mute” unless actively speaking if it helps cut down on background noise and improve overall sound quality.
5. Follow Boise State’s student code of conduct, which includes no drinking alcohol or using other recreational drugs during online class, supervision, or meetings.

6. As a general rule, if you would not do it in a face-to-face classroom setting, do not do it online.

When participating in online supervision (individual/triadic and group supervision), students are expected to maintain ethical conduct and protect confidentiality of clients and peers. Students are expected to follow the guidelines below:

1. Find a private space in-doors to participate in online supervision. Individuals unrelated to the supervision group should not be able to see the computer screen or hear the information being discussed.
2. Use de-identified language when referencing clients.

Please see the below list for other articles about Netiquette:

- https://owl.purdue.edu/owl/general_writing/academic_writing/email_etiquette_for_students.html
- <https://chroniclevitae.com/news/964-dear-student-my-name-is-not-hey>

PROGRAM RESOURCE AND WORK AREA POLICY

Program Resources

Student Mailboxes (located in Graduate Student Office – Room 435)

Student Mailboxes are located in the Graduate Room and should be checked regularly for correspondence, returned assignments, and other items.

Personal Storage (located in Graduate Student Office – Room 435)

Lockers are available for your use during the fall and spring semesters. You may bring your own lock if you would like to better secure your items. Locker space is limited and available on a first-come, first serve basis.

- The department is not responsible for (and cannot guarantee) the safety of your personal belongings. No reimbursement shall be made on lost, damaged, or stolen items.
- Students are responsible for removing all personal items at the end of the spring semester (or as directed by the department). Left behind items may be removed and discarded.

Kitchenette (Located in Graduate Student Office – Room 435)

Food and beverage are allowed in the Graduate Student Office, but any food-waste items are required to be disposed of in the hallway trashcans to avoid nuisance smells. Please note that kitchenette does not include a sink, and students are discouraged from preparing any foods that require draining.

Amenities are available on a first come, first serve basis. Please note that most kitchenette amenities are donated items that may not be replaced if they are broken or if require excessive upkeep by the department. Students are responsible for maintaining this area and individual users are expected to clean up in the event that spills or splatters occur – failure to keep the area clean or to provide timely clean-up may result in removal of these items for an extended or permanent duration.

Video Cameras (Housed in Graduate Student Office – Room 435)

Video cameras and accessories can be reserved through use of the **Department Resource Schedule*. These resources are limited, so check-out times cannot exceed 72-hour (3-day) periods. SD cards may be reserved for an additional 24 hours past camera check-out to allow for data-transfer to CD/DVDs (discs and instructions are available in the Graduate Room).

Printers (Located in Graduate Student Office and Live Supervision Room)

Department printers are provided so that confidential practicum items can be printed securely. These devices are for the printing of confidential practicum items only – Use of the printers for personal use, even to print homework assignments or program-required forms, is not allowed.

- OIT offers limited free printing each semester with your student identification card. Please use these resources if you need on-campus printing options for non-confidential work.

Computers (Graduate Student Office, Live Supervision Room, and Other)

In addition to the three desktop computers (two located in the Graduate Student Office, and one located in the Live Supervision Room), two laptops are available for student use when not needed for official department use. Laptops are to remain within the department unless needed

for class or for official department business. Work on confidential practicum tasks is **always** given priority. Students working on non-practicum items (personal or academic/homework for other classes) must surrender the computer to those who need the space for confidential work.

****Department Resource Schedule (Online Resource)***

The **Department Resource Schedule* is used to help students coordinate use of program resources. There are 3 sections/sheets on the schedule (Practicum Labs, Department Rooms, and Cameras), with navigation available at the bottom of the page/sheet. Please review Program Resources Section for policies around equipment checkout.

Reserving Space or Items

1. Log out of any personal email accounts (or use a new browser) before you begin
2. Log in to my.boisestate.edu
3. Access the **Department Resource Schedule* document shared with you in the Google Drive (Department will grant access at start of year/semester)
4. Navigate to your desired sheet using the tabs at the bottom
5. Scroll through the document to locate an available space/device.
 - Note that students can book use of the practicum labs throughout the day, but the practicum lab hours are highlighted in purple (only practicum students may utilize the lab at that time for appointments). Additional rules apply when booking space for practicum use. See the Practicum section of this handbook for full details.
6. Enter your full name into the appropriate cell. Do not change font or text-highlight of your entry.
7. Ensure that the auto-save feature has saved your entry before closing

Deleting Reservations of Space or Items:

1. Log out of any personal email accounts (or use a new browser) before you begin
2. Log in to my.boisestate.edu
3. Access the **Department Resource Schedule* document shared with you in the Google Drive
4. Navigate to your desired sheet using the tabs at the bottom
5. Locate the reservation that needs to be removed (select box that contains your appointment)
6. Delete your entry by erasing your name
7. Ensure that the auto-save feature has saved this change before closing

Approved Work Areas

Access codes for approved work areas will be provided to students during Practicum/Internship classes, or are available through the Administrative Assistant.

Graduate Student Office (Room 435)

The Graduate Office is yours to use, but work on confidential practicum tasks is **always** given priority. Students working on non-practicum items (personal or academic/homework for other classes) must surrender space, computers, and other resources to those who need the space for confidential work. Office materials (writing utensils, paper, etc.) will be provided **in limited quantities**. Kindly respect your fellow cohort members by keeping all materials in office and only using them for the appropriate/approved purposes.

Practicum students: Practicum file folders and a USB drive will be provided to each student for secure storage of client data.

Counselor Education Conference Room (433), Supervision Room (418) and Practicum Labs (427 A - D)

When not in use by supervisors, faculty, and/or staff, or otherwise occupied by appointment, the conference room is an acceptable work-space for students. Similarly, the supervision room and practicum labs may be used as workspace when not otherwise in use. Please be aware that the cameras in the labs are always on, even when not actively recording.



Education Building – Fourth Floor
Approved areas for confidential work

Restricted Work Areas (No work on confidential materials)

Hallways and Common Areas (Including Elevator Lobby)

Work on confidential information should never be conducted in hallways or common areas.

Main Office (Room 421)

The main office is open to students and visitors during office and practicum hours, but please note that phones and computers in this room are reserved for faculty/staff use only. Because this room is open to visitors, work on confidential paperwork (such as practicum session notes) is not allowed.

Restricted Access Rooms (Permission required for any use/access)

Copy Room

The copy room is typically not permitted for student use. Only in special circumstances and **with explicit permission per each use** may this room and any of the resources it contains be used by students.

Faculty Offices (430, 431, 432, 434, 436)

Faculty offices are considered off-limits to students, except when allowed by the individual faculty members by appointment or during office hours. These rooms are not to be used for student workspace.

Non-Department Rooms

Classrooms, workrooms, and offices managed by other groups/departments should not be accessed (excluding use of general purpose classrooms, when appropriate).

FACULTY ENDORSEMENTS (RECOMMENDATIONS)

During the course of graduate study in counseling, the student may have occasion to request letters of recommendation or endorsement from faculty members for various positions or opportunities. In keeping with both the ethical guidelines and the standards of the profession, faculty members will not knowingly provide an endorsement for any position or situation for which the student does not meet entry criteria. Faculty will include the internship site supervisor's views in any position endorsement.

In no instance will a faculty member provide an endorsement for the student to enter a private practice situation other than in an appropriately supervised internship situation, which meets counseling program standards.

As a courtesy, the student should not ask that recommendations or endorsements be provided by faculty until the student has first checked with the faculty member. Exceptions to this procedure may frequently come in a blanket permission given at the end of a practicum or internship where a faculty member may say to an entire group of students, I would be willing to write a letter for any one of you. Usually, the faculty member has stated the limits of such recommendations in evaluation sessions with the student. In line with American Counseling Association (ACA) "Code of Ethics and Standards of Practice," faculty will not support practice beyond the limits of the student's abilities or qualifications.

The faculty will support the student enthusiastically in positions and activities for which faculty believe that the student is prepared.



BOISE STATE UNIVERSITY

COLLEGE OF EDUCATION

Department of Counselor Education

ADVISING CHECK SHEET

Student: _____ **Degree Date:** _____

It is the student's responsibility to make sure all of the steps below are completed on schedule (also see applicable Boise State University graduate catalog)

PRE-ENTRY TO MASTER OF ARTS IN COUNSELING PROGRAM		
Date Completed	Action	Person Responsible
	Apply for admission to Graduate College.	Student
	Apply for admission to Counselor Education Program by February 1st .	Student
	Program admission decision made and Program/Cohort Advisor assigned by April 1st (or as specified in communication with the department).	Advisor and Committee
	Adjudication Statement filed with Program/Cohort Advisor - Return completed form by May 15th (or as specified in communication with the department).	Student

YEAR ONE		
Date Completed	Action	Person Responsible
	Complete "Program Development Form" during April (Send to Graduate Admissions if transferring credits from another program.)	Student and Program Advisor

YEAR TWO		
Date Completed	Action	Person Responsible
	File insurance verification and new Adjudication Statement with Program Advisor and Campus Supervisor prior to seeing first Practicum client – August . Insurance must be updated to avoid lapse of coverage throughout the remainder of the program.	Student
	Develop plans for internship for spring semester – February/March .	Student and Program Advisor
	Submit application for Admission to Candidacy - April Although a deadline date is established by Graduate College each year during the first semester before student's graduation date, we require submission in April of Year 2 unless this is more than one year prior to graduation.	Student and Program Advisor
	File signed Internship Agreement form with Campus Supervisor by May 1 preferred, but must be signed prior to starting Internship .	Student
	Prior to beginning COUN 526: Complete and sign new insurance verification form and new Adjudication Statement with Program Advisor and Campus Supervisor.	Student

YEAR THREE		
Date Completed	Action	Person Responsible
	Complete Comprehensive CPCE Exam during spring semester – January 15 – February 15.	Student
	Complete NCE exam – Early April.	Student
	Complete retakes of CPCE if needed (March).	Student
	January: Submit Application for Graduate Degree; requires a 3.0 GPA and current copy of Boise State University transcript. Check Graduate College web site and applicable course catalog for deadline date.	Student and Program Advisor
	May: School Counseling Cognate Students - Complete the “Student Request for Idaho Certification Recommendation” forms and distribute according to instructions.	Student

PROGRAM PLANNING

Prior to completing 35 graduate credits, each student completes a “Program Development Form” with the assistance and approval of his/her Program Advisor. **If the student is bringing in transfer credits the Plan is then sent to the Graduate College to be officially recorded.**

Graduate credits earned by a student prior to being accepted into the Counseling Program may not necessarily be accepted toward a graduate degree if the student applies for and is admitted to the Counseling Program at a later time. No more than nine (9) credit hours taken prior to acceptance may be included in any graduate program without a waiver by the Graduate Dean upon recommendation by the Department of Counselor Education. Such courses must have been completed with an A or B grade at an accredited college or university. All theories, skills, group, practica and internship credits listed on the “Program Development Form” must be taken at Boise State University. Note that all course work (including any transfer credits) must be completed within the seven (7) years leading up to and including the date of receiving the graduate degree.

The State of Idaho requires its school districts to meet a technology competency staffing of 90%. The State Board of Education has proposed that all students and certified educators (including counselors) will become technologically literate. New certification requirements will likely require counselors to receive a “pass” on the Idaho Educational Technology Assessment. The undergraduate class, EDUC202—Educational Technology – Classroom Applications, is recommended to provide specific information about this examination.

ROLE OF PROGRAM/COHORT ADVISOR

The primary role of an advisor is to be "a wise and trusted counselor or teacher." Such a function suggests that the Program Advisor will be a positive role model and adhere to the rules and procedures established by the Graduate Faculty and Graduate College. The Program Advisor is expected to:

1. Assist students with steps identified on the “Advising Check Sheet”
2. Recommend courses and assist in the planning for practicum/internship experiences
3. Assist students to prepare Admission to Candidacy and other forms critical to Graduation
4. Give credit (i.e., authorship, acknowledgment, etc.) to graduate students involved in research projects, based upon their degree of contribution
5. Inform students if the advisor will not be available during specific time periods so that adequate warning and opportunity are given to complete their degree under the direction of another advisor



BOISE STATE UNIVERSITY

COLLEGE OF EDUCATION
Department of Counselor Education

PROGRAM DEVELOPMENT FORM

Student Name: _____ Cognate: _____

Telephone: _____ Student ID: _____

TYPICAL COURSE SEQUENCE	Core Credit Hours	Grade Earned	Semester Enrolled
EXAMPLE: COUN 500 Example	3	A	FA/17
FALL: YEAR 1 (9 Credits)			
COUN 502 Counseling Theories	3		
COUN 506 Lifespan Development	3		
COUN 533 Introduction to School Counseling or COUN 545 Foundations of Addiction Counseling	3	--	--
SPRING: YEAR 1 (9 credits)			
COUN 505 Counseling Skills	3		
COUN 509 Culturally Aware Counseling	3		
COUN 550 Diagnosis, Assessment, & Treatment Planning	3		
SUMMER: YEAR 1 (5 credits)			
COUN 501 Foundations and Ethics in Counseling	3		
COUN 541 Addiction and the Family System or COUN 535 Classroom Management and Counseling Students with Exceptional Needs	2	--	--
FALL: YEAR 2 (8 credits)			
COUN 513 Group Counseling	3		
COUN 514 Counseling Practicum I (50 clinical hrs)	2		
COUN 530 Suicide Prevention and Crisis Intervention	2		
COUN 549 Motivational Interviewing	1		
SPRING: YEAR 2 (8 credits)			
COUN 512 Research and Program Evaluation	3		
COUN 516 Counseling Practicum II (50 clinical hrs)	2		
COUN 534 Counseling Children and Adolescents or COUN 548 Addiction and Behavioral Health Assessment and Intervention	3	--	

TYPICAL COURSE SEQUENCE (CONTINUED)	Core Credit Hours	Grade Earned	Semester Enrolled
<u>SUMMER: YEAR 2</u> (4 credits)			
COUN 504 Assessment and Testing in Counseling	3		
COUN 551 Psychopharmacology	1		
<u>FALL: YEAR 3</u> (7 credits)			
COUN 526 Internship in Counseling I (350 clinical hrs)	3		
COUN 507 Career Development and Vocational Counseling	3		
COUN 568 Seminar: Professional Counseling	1		
<u>SPRING: YEAR 3</u> (6 credits)			
COUN 529 Applied Evaluation of Counseling Practice	1		
COUN 528 Internship in Counseling II (350 clinical hrs)	3		
COUN 567 Clinical Supervision Principles and Practice	1		
COUN 690 Master's Comprehensive Examination	1		

Masters in Counseling, School Counseling cognate students must take all of the courses:	Core Credit Hours	Grade Earned	Semester Enrolled
COUN 533 Introduction to School Counseling	3		
COUN 534 Counseling Children and Adolescents	3		
COUN 535 Classroom Management and Counseling Students with Exceptional Needs	2		

Masters of Counseling, Addiction Counseling cognate students must take all of the following courses:	Core Credit Hours	Grade Earned	Semester Enrolled
COUN 541 Addiction and the Family System	2		
COUN 545 Foundations of Addiction Counseling	3		
COUN 548 Addiction and Behavioral Health Assessment and Intervention	3		

Approved Electives (Catalog Number and Title)	Credit Hours	Grade Earned	Semester Enrolled

Replacement Boise State University Coursework (9 credits maximum):

Institution Attended	Catalog Number	Course Area	Course Title	Credit Hours	Grade Earned	Semester Enrolled

Note: If transfer credits (elective or replacement courses) are included in the student’s plan, the **“Application for Evaluation and Acceptance of Transfer of Credits”** must be completed and signed to accompany this form.

A minimum of 60 credit hours is required for graduation.

Student’s Signature: _____ Date_____

Cohort Advisor’s Signature: _____ Date_____

Cognate Coordinator’s Signature: _____ Date_____



BOISE STATE UNIVERSITY

COLLEGE OF EDUCATION

Department of Counselor Education

APPLICATION FOR EVALUATION AND ACCEPTANCE OF TRANSFER OF CREDITS

(Student Section)

Student Name: _____

Cognate: _____

Telephone: _____

Student ID: _____

	Institution Attended	Catalog Number	Course Area	Course Title	Credit Hours	Grade Earned	Semester Enrolled
1							
2							
3							
4							
5							
6							

I request that, to a **maximum of nine (9) credits** that I receive permission to use the corresponding courses above to:

1. _____ Use the course listed in line 1 as or count as program elective
 Or use it to replace program-course COUN _____
 Entitled: _____
2. _____ Use the course listed in line 2 as or count as program elective
 Or use it to replace program-course COUN _____
 Entitled: _____
3. _____ Use the course listed in line 3 as or count as program elective
 Or use it to replace program-course COUN _____
 Entitled: _____
4. _____ Use the course listed in line 4 as or count as program elective
 Or use it to replace program-course COUN _____
 Entitled: _____
5. _____ Use the course listed in line 5 as or count as program elective
 Or use it to replace program-course COUN _____
 Entitled: _____
6. _____ Use the course listed in line 6 as or count as program elective
 Or use it to replace program-course COUN _____
 Entitled: _____

Student's Signature: _____ Date _____

Submit this form and support documents (e.g., course catalog description and/or syllabus) to your cohort advisor for processing.

(Faculty Decision Section)

				Approved	Not-Approved
1. Replace COUN	_____	or allow as program elective	_____		
2. Replace COUN	_____	or allow as program elective	_____		
3. Replace COUN	_____	or allow as program elective	_____		
4. Replace COUN	_____	or allow as program elective	_____		
5. Replace COUN	_____	or allow as program elective	_____		
6. Replace COUN	_____	or allow as program elective	_____		

Cohort Advisor's Signature

Date

Cognate Coordinator's Signature

Date

STUDENT RESPONSIBILITIES

Each student has the responsibility to seek out faculty who have interests and expertise that relate to the student's cognate area. If at any point in the program the student or the faculty member believes that another graduate faculty member would be a more appropriate Cohort Advisor, and if that faculty member agrees to serve, the student may submit a "Report Change of Advisor" form.

The student has responsibility to:

1. Clearly define the goals and assume responsibility for his/her program and education
2. Seek out a Program Advisor whose interests and expertise support the student's interests and goals
3. Investigate possible learning opportunities including internship sites
4. Keep the Advisor informed about Program progress and to seek help when problems or obstacles arise



BOISE STATE UNIVERSITY
COLLEGE OF EDUCATION
Department of Counselor Education

REPORT CHANGE OF ADVISOR

To: Graduate Division, College of Education

Student Name: _____

Request Date: _____

I am requesting a change of advisor from _____

to _____

Student Signature

Student Number

Approved: _____
Signature of Present Advisor

Approved: _____
Signature of Proposed Advisor

Student to make copies of completed form, bring or mail to Program Advisor for distribution as follows:

- Graduate Dean
- Program Advisor
- Student

CORE PROGRAM OFFERINGS

Core Program offerings are designed to meet the Accreditation Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as published in 2009. The following is from its manual, describes Program Objectives and Curriculum, and serves as the basis for the student's comprehensive exam.

Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. The eight common core areas follow:

1. **Professional Orientation and Ethical Practice:** Studies that provide an understanding of all of the following aspects of professional functioning:
 - a. History and philosophy of the counseling profession
 - b. Professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications
 - c. Counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event
 - d. Self-care strategies appropriate to the counselor role
 - e. Counseling supervision models, practices, and processes
 - f. Professional organizations, including membership benefits, activities, services to members, and current issues
 - g. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
 - h. The role and process of the professional counselor advocating on behalf of the profession
 - i. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
 - j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

2. **Social and Cultural Diversity:** Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
 - a. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally
 - b. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients
 - c. Theories of multicultural counseling, identity development, and social justice
 - d. Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies
 - e. Counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body
 - f. Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination

3. **Human Growth and Development:** Studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:
 - a. Theories of individual and family development and transitions across the life span
 - b. Theories of learning and personality development, including current understandings about neurobiological behavior
 - c. Effects of crises, disasters, and other trauma-causing events on persons of all ages
 - d. Theories and models of individual, cultural, couple, family, and community resilience
 - e. A general framework for understanding exceptional abilities and strategies for differentiated interventions
 - f. Human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior
 - g. Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment
 - h. Theories for facilitating optimal development and wellness over the life span

4. **Career Development:** Studies that provide an understanding of career development and related life factors, including all of the following:
 - a. Career development theories and decision-making models
 - b. Career, vocational, educational, occupational and labor market information resources, and career information systems
 - c. Career development program planning, organization, implementation, administration, and evaluation
 - d. Interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development
 - e. Career and educational planning, placement, follow-up, and evaluation
 - f. Assessment instruments and techniques relevant to career planning and decision making
 - g. Career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy

5. **Helping Relationships:** Studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
 - a. An orientation to wellness and prevention as desired counseling goals
 - b. Counselor characteristics and behaviors that influence helping processes
 - c. Essential interviewing and counseling skills
 - d. Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling
 - e. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions
 - f. A general framework for understanding and practicing consultation
 - g. Crisis intervention and suicide prevention models, including the use of psychological first aid strategies

6. **Group Work:** Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:
 - a. Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work
 - b. Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles
 - c. Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature
 - d. Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness
 - e. Direct experiences in which 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

7. **Assessment:** Studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:
 - a. Historical perspectives concerning the nature and meaning of assessment

- b. Basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations
 - c. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
 - d. Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information)
 - e. Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity)
 - f. Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations
 - g. Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling
8. **Research and Program Evaluation:** Studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:
- a. The importance of research in advancing the counseling profession
 - b. Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research
 - c. Statistical methods used in conducting research and program evaluation
 - d. Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications
 - e. The use of research to inform evidence-based practice
 - f. Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies

2009 CACREP STANDARDS FOR SCHOOL COUNSELING PROGRAMS

In addition to the common core curricular experiences outlined above, the following curricular experiences and demonstrated knowledge and skills are required of all students in the school counseling cognate.

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains.

Foundations

Knowledge

1. Knows history, philosophy, and trends in school counseling and educational systems.
2. Understands ethical and legal considerations specifically related to the practice of school counseling
3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling
5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program
6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development
7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events

Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling
2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program

Counseling, Prevention, and Intervention

Knowledge

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students
2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students
3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems
4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling

5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning
6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention

Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students
3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
4. Demonstrates the ability to use procedures for assessing and managing suicide risk
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate

Diversity and Advocacy

Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning
2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students
3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families
4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement

Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development
2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students
3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations
4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students

Assessment

Knowledge

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students
2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs

3. Identifies various forms of needs assessments for academic, career, and personal/social development

Skills and Practices

1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities
2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development
3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
4. Makes appropriate referrals to school and/or community resources
5. Assesses barriers that impede students' academic, career, and personal/social development

Research and Evaluation

Knowledge

1. Understands how to critically evaluate research relevant to the practice of school counseling
2. Knows models of program evaluation for school counseling programs
3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation)
4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card)
5. Understands the outcome research data and best practices identified in the school counseling research literature

Skills and Practices

1. Applies relevant research findings to inform the practice of school counseling
2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences
3. Analyzes and uses data to enhance school counseling programs

Academic Development

Knowledge

1. Understands the relationship of the school counseling program to the academic mission of the school
2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school
3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material

Skills and Practices

1. Conducts programs designed to enhance student academic development
2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement

Collaboration and Consultation

Knowledge

1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration
2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community
3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students
4. Understands systems theories, models, and processes of consultation in school system settings
5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children
6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them
7. Knows school and community collaboration models for crisis/disaster preparedness and response

Skills and Practices

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school
2. Locates resources in the community that can be used in the school to improve student achievement and success
3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development
4. Uses peer helping strategies in the school counseling program
5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families

Leadership

Knowledge

1. Knows the qualities, principles, skills, and styles of effective leadership
2. Knows strategies of leadership designed to enhance the learning environment of schools
3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program
4. Understands the important role of the school counselor as a system change agent
5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings

Skills and Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program
2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers)

SCHOOL COUNSELOR ENDORSEMENT FROM IDAHO STATE DEPARTMENT OF EDUCATION

1. Standard Counselor K-12

To be eligible for a Pupil Personnel Services Certificate endorsed Standard Counselor K-12, a candidate **must** have satisfied the following requirements:

- a. Hold a master's degree and provide verification of completion of an approved program of graduate study in school guidance and counseling from a college or university approved by the Idaho State Board of Education or the state educational agency of the state in which the program was completed. The program must include successful completion of **seven hundred (700) clock hours** of supervised field experience, seventy-five percent (75%) of which **must** be in a K-12 school setting. Substantial amounts of this K-12 experience must be in each of the following levels: elementary, middle/junior high, and high school. Previous school counseling experience may be considered to help offset the field experience clock-hour requirement. (5-8-09)
- b. An institution recommendation **is required** for a School Counselor K-12

Note: The Pupil Personnel Services Certificate with a Standard Counselor endorsement is valid for five years and is renewable.

2. Advanced Counselor K-12

To be eligible for a Pupil Personnel Services Certificate endorsed Advanced Counselor K-12, a candidate **must** have satisfied the following requirements:

- a. Hold or be eligible for a valid Idaho Standard Counselor endorsement
- b. Completion of an educational specialist or doctoral degree in guidance and counseling from an accredited college or university. The program **must** include successful completion of a supervised advanced practicum in counseling in a K-12 school setting
- c. Completion of a minimum of three (3) years of satisfactory counseling experience in a K-12 school setting

Note: An Idaho Pupil Personnel Services Certificate with an Advanced Counselor endorsement is valid for five years and is renewable.

INITIAL CERTIFICATE/CREDENTIAL FOR IDAHO GRADUATES OF AN IDAHO TEACHER PREPARATION PROGRAM

Application Guidelines

Visit the State Department of Education Webpage (<http://sde.idaho.gov/>) for up-to-date information on application procedures, required forms, and payment amounts

Only students who have completed the program may apply (degree must be posted on your transcript for eligibility). You must submit the following to the College of Education Dean's office, located in the Education Building - 7th floor:

Your certification paperwork (**Form B1 and B2**)

Background Check (If already completed, please confirm with the Dean's office that the information is on file)

Payment (Amount will vary depending on application contents - make check or money order payable to the State Department of Education)

The Associate Dean will review your documents, sign if accepted, and forward everything to the state department. It is the responsibility of the applicant to have all required certification materials submitted together in one packet. An applicant who carefully prepares their application packet using the following guidelines will receive their certificate in the least amount of time. An application will not be evaluated until all materials have been received.

sde.idaho.gov/cert-psc/cert/apply/graduates.html

FORM B1

APPLICATION FOR INITIAL, REINSTATEMENT, REVISION OR INTERIM (OUT-OF-STATE) IDAHO CERTIFICATE/CREDENTIAL

TYPE OF CERTIFICATE/CREDENTIAL	Fee	Date Paid	Check #	Date Entered	Date Issued	Date Expired	IP Status
Initial Out-of-State Applicant (a 1-yr license from another state)							
Initial Applicant to complete an out-of-state preparation program (2-yr complete out-of-state certificate requirements, or out-of-state preparation program, and out-of-state completion of a 1-yr preparation - content specialist preparation)							\$75 fee required
Reinstatement (Applicant's previous license is in good standing and has not expired)							\$75 fee required
Revision (Applicant is in good standing, and has a certificate created in another state)							\$25 fee required
Initial - Postsecondary Assistant (Applicant is a current faculty member at an Idaho public school or is a teaching professional in a postsecondary institution)							\$75 fee required
Initial - Pupil Personnel Services Assistant (Applicant is seeking to hold a position in a public school)							\$75 fee required
American Indian Language Authorization Certificate (Applicant is a member of a tribe)							None required

Item #1. Indicate Type of Application: Please check the one which applies.

Item #2. Personal Information:

Full Legal Name: _____ Birth Date: _____
 Maiden/Other Name: _____ Phone #: _____
 Street or PO Box #: _____ Gender: MALE FEMALE
 City, State, Zip Code: _____

Item #3. Certificates: (List all certificates for which you are applying, i.e., English, Impaired, etc.)

Cert. #	Certificate #
1	
2	

Item #4. Endorsements: List the educational endorsements for which you are applying, i.e., English, Impaired, etc.

Endorsement #	Endorsement #
1	
2	

Item #5. Educational Institutions: List the colleges/universities you have attended (start with the most recent). You will need to provide official transcripts for each institution listed.

College/University Name	Years Attended	Degree Earned	Year Earned
A.			
B.			
C.			

Item #6. Teaching Experience: If you have two or more years of contracted teaching experience, list at least the last two educational agencies with which you held a contract. Questions regarding this item do not apply.

School/District Name	Date	From (month)	To (month)
A.			
B.			

Item #7. Praxis II Tests: If applicable, the verification of the Praxis II score(s) must accompany this application. Out-of-State Applicants: The Praxis II requirement may be waived if the out-of-state candidate can provide verification of a current National Board for Professional Teaching Standards certificate OR provide a letter from the transferring state indicating highly qualified status (as defined by the No Child Left Behind Act), in the content area for which the person is seeking certification. (Attach official transcripts to name required tests). Certified or not certified.

Item #8. Licensing and Legal History:

Important note: For each question under Item 8, you must answer "yes" to each question that applies to you, even if you have already answered "yes" in a previous application. Answering "yes" to a question does not lead to the automatic denial of your application.

1. Have you ever had a professional license or certificate (such as a teacher certificate) denied by any professional licensing authority, whether federal, state, local, or tribal? Check one YES NO

2. Have you ever had disciplinary action taken against you, or in lieu of disciplinary proceedings have you ever voluntarily relinquished a professional license or certificate (such as a teacher certificate) that you hold or have held, issued by a federal, state, local, or tribal licensing authority? Disciplinary action includes: revocation, suspension, probation, letters of reprimand, or conditions. Check one YES NO

3. Is there an action or investigation that you know of pending against a professional license or certificate held by you from any professional licensing authority, whether federal, state, local, or tribal? Check one YES NO

Required documentation if you answer "yes" to question 1, 2, or 3:
 All applicants answering "yes" include a detailed written explanation of each licensing or disciplinary action, including a written explanation with a previous application, you do not need to re-submit a written statement, even though you must answer "yes" to the question.

4. Have you ever been investigated for that you know of, charged for, been in custody for, cited for, charged with, indicted for, tried for, pleaded guilty to, or were convicted of a felony or misdemeanor, or found to have committed a probation or parole violation, or found to have committed a traffic violation such as infractions, parking tickets, and speeding tickets?
 In responding to this question, include any penalty imposed upon you that you know of or charge. Include all cases from federal, state, tribal, and military courts. You must include all cases that were dismissed, settled, sealed, expunged, closed by a writ of judgment, or through retained jurisdiction, etc., or handled through juvenile proceedings. Even if you pleaded "not guilty" or were not convicted or sentenced, you must disclose this information. Check one YES NO

Required documentation if you answer "yes" to question 4:
 If applicants answer "yes" to question 4, you must include a detailed written explanation of each criminal issue indicating what happened, the date of conviction, and what the final disposition was. If you have provided a written explanation with a previous application, you do not need to re-submit a written statement, even though you must answer "yes" to the question.

Applicants with a misdemeanor conviction: If you were convicted of a misdemeanor and the conviction occurred less than 5 years ago from the date of this application, you must include a copy of the judgment of conviction. If you have provided the judgment with a previous application, you do not need to re-submit the judgment, even though you must answer "yes" to the question.

Applicants with a felony conviction: If you were convicted of a felony, at any time, you must include a copy of the judgment of conviction. If you have provided the judgment with a previous application, you do not need to re-submit the judgment, even though you must answer "yes" to the question.

NOTE: A pardon from the State Judiciary repository will NOT be accepted as relevant court documents. Please obtain court records from the court files.

IMPORTANT: FAILURE TO ANSWER THE ABOVE QUESTIONS COULD RESULT IN DENIAL OF A CERTIFICATE, REVOCATION OR SUSPENSION OF AN EXISTING CERTIFICATE.

I affirm and affirm that I have read the Code of Ethics for Idaho Professional Educators. (For a copy of the Code of Ethics, go to <http://www.idaho.gov/education/pdfs/ethics1110.pdf>)

I understand that penalties, which may include revocation, suspensions, denial, or conditions, will be imposed under section 33-1006, Idaho Code, for making any false statement(s) on this application or required documents.

Signature of Applicant: _____ Date: _____

RETURN FORM, TRANSCRIPTS AND FEE IN ONE PACKET TO: State Department of Education, Teacher Certification/Professional Standards, 808 N. 10TH ST., BOISE, ID 83722

FORM B2

INSTITUTIONAL RECOMMENDATION

EC/ECSE, ELEMENTARY, SECONDARY, EXCEPTIONAL CHILD OR PUPIL PERSONNEL SERVICES

Guidelines for Applicants for Idaho Certification

Verification of completion of a State Board of Education-approved certification preparation program is required to support the application for an Idaho credential. This form or the institution's own recommendation form may be used by the dean of the department of education or the college official responsible for verification of completion of a State Board of Education-approved certification preparation program. This form should be submitted when the applicant has completed ALL certification program requirements. It is the responsibility of the applicant to have the Institutional Recommendation completed. State Board approved programs include out-of-state CASP/CATE/TEAC accredited institutions. An official seal from the college/university must appear on this form. This Institutional Recommendation is valid for a maximum of 2 years after program completion date.

1. To be completed by the applicant OR the college/university official responsible for program verification:

Full Legal Name: _____
 Maiden/Other Name: _____
 Street or PO Box #: _____
 City, State, Zip Code: _____
 Email Address: _____
 Phone #: _____

2. To be completed by the college or university official responsible for program verification:

Please check the appropriate area(s) to indicate completion of an approved program in:

EARLY CHILDHOOD/EARLY CHILDHOOD/SPECIAL EDUCATION BLENDED (Birth thru Grade 3)
 ELEMENTARY EDUCATION: Student teaching done in 1st/2nd/3rd/4th/5th/6th/7th/8th/9th/10th/11th/12th Teaching P (Prerequisite) _____
 SECONDARY EDUCATION: Student teaching done in 7th/8th/9th/10th/11th/12th Teaching endorsement(s) _____
 SPECIAL EDUCATION: (check appropriate box under "area(s) of endorsement") Teaching endorsement(s) _____
 PUPIL PERSONNEL SERVICES: (check appropriate endorsement area(s) listed below)
 Generalist K-12 Any Impaired K-12 Visually Impaired K-12
 Career/Technical Education Endorsement (Pre-K) Communications Disorders Assessment (Pre-K) & Autology
 Student Psychologist Autology

3. Idaho Mandated Assessment Assurances (for Idaho graduates only):
 Applicant has passed the approved Idaho reading assessment? YES NO

4. PRAXIS II Assessment(s) Taken by Applicant: Applicant should include hard copies of score report with application.

Name of the Test(s) Taken	Test Number(s)	Test Score(s)

The above-named applicant is recommended for certification in the area(s) checked in #2 above.

Name of College/University: _____ State: _____
 Printed Name of College/University Official: _____
 Official College/University Seal: _____ Signature of the College/University Official: _____ Date: _____

PLEASE RETURN COMPLETED FORM TO THE APPLICANT FOR INCLUSION WITH APPLICATION.

2009 CACREP STANDARDS FOR ADDICTION COUNSELING

In addition to the common core curricular experiences outlined above, the following curricular experiences and demonstrated knowledge and skills are required of all students in the addiction counseling cognate.

Students who are preparing to work as addiction counselors will demonstrate the professional knowledge, skills, and practices necessary to work in a wide range of addiction counseling, treatment, and prevention programs, as well as in a mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G programs must provide evidence that student learning has occurred in the following domains.

Foundations

Knowledge

1. Understands the history, philosophy, and trends in addiction counseling.
2. Understands ethical and legal considerations specifically related to the practice of addiction counseling.
3. Knows the roles, functions, and settings of addiction counselors, as well as the relationship between addiction counselors and other mental health professionals.
4. Knows the professional organizations, competencies, preparation standards, and state credentials relevant to the practice of addiction counseling.
5. Understands a variety of models and theories of addiction related to substance use and other addictions.
6. Knows the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others.
7. Recognizes the potential for addictive disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to coexist with addiction and substance abuse.
8. Understands factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders.
9. Understands the impact of crises, disasters, and other trauma-causing events on persons with addictions.
10. Understands the operation of an emergency management system within addiction agencies and in the community.

Skills and Practice

1. Demonstrates the ability to apply and adhere to ethical and legal standards in addiction counseling.
2. Applies knowledge of substance abuse policy, financing, and regulatory processes to improve service delivery opportunities in addictions counseling.

Counseling, Prevention, and Intervention

Knowledge

1. Knows the principles of addiction education, prevention, intervention, and consultation.
2. Knows the models of treatment, prevention, recovery, relapse prevention, and continuing care for addictive disorders and related problems.

3. Recognizes the importance of family, social networks, and community systems in the treatment and recovery process.
4. Understands the role of spirituality in the addiction recovery process.
5. Knows a variety of helping strategies for reducing the negative effects of substance use, abuse, dependence, and addictive disorders.
6. Understands the principles and philosophies of addiction-related self-help programs.
7. Understands professional issues relevant to the practice of addiction counseling, including recognition, reimbursement, and right to practice.
8. Understands the principles of intervention for persons with addictions during times of crises, disasters, and other trauma-causing events.

Skills and Practices

1. Uses principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling.
2. Individualizes helping strategies and treatment modalities to each client's stage of dependence, change, or recovery.
3. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
5. Demonstrates the ability to provide counseling and education about addictive disorders to families and others who are affected by clients with addictions.
6. Demonstrates the ability to provide referral to self-help and other support group when appropriate.
7. Demonstrates the ability to provide culturally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process.
8. Applies current record-keeping standards related to addiction counseling.
9. Demonstrates the ability to recognize his or her own limitations as an addiction counselor and to seek supervision or refer clients when appropriate.

Diversity and Advocacy

Knowledge

1. Understands how living in a multicultural society affects clients with addictions.
2. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with addictions.
3. Knows public policies on local, state, and national levels that affect the quality and accessibility of addiction services.
4. Understands effective strategies that support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of addiction counseling.

Skills and Practices

1. Maintains information regarding community resources to make appropriate referrals for clients with addictions.
2. Advocates for policies, programs, and/or services that are equitable and responsive to the unique needs of clients with addictions.

3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations of addiction clients.

Assessment

Knowledge

1. Understands various models and approaches to clinical evaluation for addictive disorders and their appropriate uses, including screening and assessment for addiction, diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments.
2. Knows specific assessment approaches for determining the appropriate level of care for addictive disorders and related problems.
3. Understands the assessment of biopsychosocial and spiritual history.
4. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.

Skills and Practices

1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and case management.
3. Screens for psychoactive substance toxicity, intoxication, and withdrawal symptoms; aggression or danger to others; potential for self-inflicted harm or suicide; and co-occurring mental and/or addictive disorders.
4. Helps clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse.
5. Applies assessment of clients' addictive disorders to the stages of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria in the continuum of care.

Research and Evaluation

Knowledge

1. Understands how to critically evaluate research relevant to the practice of addiction counseling.
2. Knows models of program evaluation for addiction counseling treatment and prevention programs.
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in addiction counseling.

Skills and Practice

1. Applies relevant research findings to inform the practice of addiction counseling.

2. Develops measurable outcomes for addiction counseling programs, interventions, and treatments.
3. Analyzes and uses data to increase the effectiveness of addiction counseling programs.

Diagnosis

Knowledge

1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*.
2. Knows the impact of co-occurring addictive disorders on medical and psychological disorders.
3. Understands the established diagnostic and clinical criteria for addictive disorders and describes treatment modalities and placement criteria within the continuum of care.
4. Understands the relevance and potential cultural biases of commonly used diagnostic tools as related to clients with addictive disorders in multicultural populations.

Skills and Practices

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with addictive disorders and mental and emotional impairments.
2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by clients and communicate the differential diagnosis with collaborating professionals.

SECTION III:

**COUNSELING
PRACTICUM**



BOISE STATE UNIVERSITY

COLLEGE OF EDUCATION

Department of Counselor Education

WELCOME TO YOUR COUNSELING PRACTICUM EXPERIENCE!

The following items are specific to **COUN 514** and **COUN 516**. You as the student counselor are responsible for maintaining weekly and summary logs of activities and contact hours, and for ensuring the necessary forms are signed and submitted in a timely manner. Documents (electronic and/or paper) that contain client information are not to be removed from the floor/department, except where explicitly stated.

You are responsible for maintaining personal copies of logs and other items as needed for licensure.

COUNSELING PRACTICUM CONTENTS

- Description of Counseling Practicum (COUN 514/516)
- Statement of Liability Insurance – Practicum
- Professional Disclosure Statement
- Client Intake Form
- Intake Assessment
- Client Termination / Referral Form
- Self-Assessment
- Session Summary Report (“S.O.A.P. Notes”)
- Release of Information Consent Form
- Client Evaluation of Student Counselor
- Practicum Hours – Weekly and semester summary Logs
- Evaluation of Practicum Student Counselor
- Evaluation of Practicum Supervision
- Practicum Counseling Live Supervisor Evaluation
- Practicum: Frequently Asked Questions

DESCRIPTION OF COUNSELING PRACTICUM (COUN 514/516)

The Counseling practicum experience is considered one of the most important professional activities in which students engage. Students are given opportunities to synthesize and apply knowledge gained in their studies. Through the sharing of experiences in both group and individual supervision, the student refines previously learned skills and acquires new knowledge and skills.

Objectives

The two semester Counseling Practicum is designed to facilitate refinement of counseling and interviewing skills and the development of new skills integrating knowledge, performance, and disposition into reflective professional practice. Through closely supervised one-to-one and group counseling experiences the student can expand his/her repertoire of counseling techniques and interpersonal relationship skills with opportunities to experience direct and specific feedback from the Supervisors and peers through video recording and direct supervision. A Practicum student will be expected to demonstrate a commitment to implementing and expanding the following skills:

- Establishing and maintaining a helpful and supportive counseling relationship
- Development and application of appropriate counseling techniques
- Maintaining client records and scheduling client appointments
- Continued awareness of ethical standards of practice
- Working effectively with supervisors and colleagues, including appropriate analysis and presentation of counseling sessions and case studies
- Continued development of professional behavior
- Learning about and using community resources when appropriate, including referrals
- Appropriate adoption of techniques for clients with diverse needs and backgrounds
- A continued willingness to learn, including acceptance of feedback and reflection on practice
- Enthusiasm for and a positive commitment to the counseling profession
- Continued development of personal traits which are conducive to effective learning, counseling, and professional development.

Requirements

The 4-credit Practicum (2 credits per semester - **COUN 514** in the fall and **COUN 516** in spring) is designed with lab experience where student counselors meet with volunteer student clients from Boise State University. Students must be prepared to commit and document the following categories and hours:

1. Direct Hours (40 of 100 or 60 of 150)

- Minimum of **20** hours of direct client contact (individual, group, or psycho-education) each semester in practicum lab;
- Maximum of **60** hours of direct client over both semesters.
- To count as a direct hour of client contact, the session must be digitally recorded in the lab (individual sessions) or videotaped in a classroom during lab hours (group sessions)
- All direct hours must be accrued across the entire semester so as to adequately evaluate your progress (for example, a good goal would be to complete about 10 client hours prior to midterm and about 10 client hours after midterm)

2. Indirect Hours (60 of 100, or 90 of 150)

- Minimum of 7 or 8 hours of individual supervision (per semester)
- Minimum of 18 hours of group supervision (per semester)
- Minimum of 5 hours of other Practicum related activities (per semester)

Priorities for indirect hours are:

- Group supervision (18 hours per semester) and individual supervision (15 hours across the academic year)
- Peer observation (2-4 per semester), tape review, case notes, self-assessments, assigned and relevant readings
- Other hours may include additional education (e.g., workshops, conferences), library research related to client issues, peer consultation, and other research

Idaho Licensed Professional Counselor licensure rules require 1000 hours of supervised Practicum/Advanced Practicum/Internship. Boise State University Practicum and Internships together require a minimum of 800 hours to meet CACREP Accreditation Standards and State of Idaho certification requirements. **You are encouraged to accumulate the additional 200 hours as part of your Practicum and Internship experiences to be eligible to apply for the LPC upon graduation. Students must have related paperwork to faculty for signatures before end of spring semester.**

Practicum Academic Year (sample) <i>Direct Client Contact and Supervision</i>	
Boise State University Clients	Students 18 and older volunteer from undergraduate classes. Specific lab hours typically change each year, but generally are Mondays-Thursdays in afternoon and evenings. Check with your practicum instructor for information specific to your cohort.
Group Supervision continuity	Spread the average of 1.5 hours per week required through 3 hour meetings each semester during the 12 weeks of the practicum experience (6 x 3 = 18 hours / 12 = 1.5 hours per week).
Individual Supervision continuity	Spread the required hours through 1 hour meetings every other week across two semesters to meet a 10:1 ratio (8 + 7 = 15 meetings). If students have 8 hours of individual supervision, they can count a maximum of 80 hours. If students have 7 hours of individual supervision, they can count a maximum of 70 hours.

**** (CACREP = 1.5 hrs. per week over one semester = 1.5 x 12 weeks = 18 hours per semester)**

Dress Code

We require you to dress professionally when working with clients. Professional attire is “business casual” clothing and an overall neat and well-groomed appearance. If you have any questions about what is professional attire, please do not hesitate to ask program faculty. While we want you to feel comfortable, we expect professionalism and professional attire while working with clients.

Remember you represent yourself, the Department, and the University.

Use of Foreign Language In-Session

Counseling services should be provided in English, unless otherwise discussed with your individual supervisor.

Punctuality and Time Management

It is imperative that you arrive for your appointments with practicum lab clients promptly at the scheduled hour. It is also imperative that you end sessions promptly. All sessions should be 50 minutes in length. If a client arrives late, the session should be shortened to end at the original scheduled time. This demonstrates good boundaries and allows the next client to be seen in a timely manner.

Procedure for Meeting with Boise State Clients in Counseling Lab (See procedure distributed in class)

- Undergraduate student-clients will be recruited from various courses.
- Practicum student-counselors will select potential client forms from the front office.
- Practicum student-counselors will email (using @u.boisestate email only) or call potential clients to set up an appointment. (Please note: email is used for scheduling purposes only and a confidentiality notice, see example below, must be used in your email signature and discussion of email use must be included in your professional disclosure statement)
- Practicum student-counselors will reserve a counseling lab during standard lab hours for their session.
- A registered supervisor will be onsite during the session – **Students are responsible for ensuring that supervisor is onsite before beginning a session.**
- All client paperwork and session recordings will be kept in the client’s file in the locked cabinet in the Graduate Room.
- Upon termination with client (or if client is non-responsive after **three or more** attempts to contact them), student-counselors will return all practicum recruitment forms to the front office.
- All sessions are recorded electronically using the digital system for lab sessions and through video camera for group sessions. Students may download their sessions as needed through the semester. Any session that requires long-term storage should be downloaded to a DVD and kept with client paperwork. All session DVDs must be destroyed by the end of the semester unless otherwise directed by one’s individual supervisor.
- **Client documents (including but not limited to recruitment paperwork, intake form, client notes, and any and all form of audio/visual records of sessions) are never to leave the Department.** All sessions must be reviewed in a confidential, pre-approved locations, or other Counselor Education office with explicit permission each use.

Example Email Signature:

CONFIDENTIALITY NOTICE: The contents of this email message and any attachments are intended solely for the addressee(s) and may contain confidential and/or privileged information and may be legally protected from disclosure. If you are not the intended recipient of this message or their agent, or if this message has been addressed to you in error, please immediately alert the sender by reply email and then delete this message and any attachments. If you are not the intended recipient, you are hereby notified that any use, dissemination, copying, or storage of this message or its attachments is strictly prohibited.

Procedure for Reserving Practicum Lab

Students are responsible for creating or removing their own appointments on the shared schedule, noting the color-coded practicum laboratory times for sessions. Do not create, remove, or relocate an appointment slot that is not yours. If you have any questions or need help, please contact Administrative Assistant or Graduate Assistants.

Booking Client Appointments

8. Log out of any personal email accounts (or use a new browser) before you begin
9. Log in to my.boisestate.edu
10. Access the **Department Resource Schedule* document shared with you in the Google Drive (Department will grant access at start of year/semester)
11. Scroll through the document to locate an available appointment slot that works with your schedule. Note that students can book the labs throughout the day, but the practicum lab hours are highlighted in purple (only practicum students may utilize the lab at that time).
12. Confirm that this time-slot works with your client's schedule via phone or email
13. Once client has confirmed, enter your full name and client initials, if desired, into the appropriate slot. Do not change font or text-highlight of your entry. Remember not to enter information that could identify your client, such as the client's full name, because the **Department Resource Schedule* is not a private database.
14. Ensure that the auto-save feature has saved your entry before closing

Deleting Scheduled Appointments:

8. Log out of any personal email accounts (or use a new browser) before you begin
9. Log in to my.boisestate.edu
10. Access the **Department Resource Schedule* document shared with you in the Google Drive
11. Locate the appointment that needs to be removed (select box that contains your appointment)
12. Delete your entry by erasing your name
13. Ensure that the auto-save feature has saved this change before closing

Live Supervision Sign-Up

Student Counselors may sign up for triadic and/or individual supervision meetings with the live supervisor on the stated department schedule. Triadic supervision is encouraged, but individual supervision is available by reserving both slots within the allotted session hour. Live supervisors are allotted one hour per week for individual/triadic supervision. Students may schedule on a first-come, first served basis, with the first student determining the meeting hour by signing up. A second

student may join that supervision hour for a traidic meeting; however, if that slot does not work with their schedule, they must sign up on a different day/week.

Client Records

A signed Release of Information and Permission to Record/Observe/Consult form must be completed by **each client at before beginning the first session** with his/her practicum student-counselor. Remember that only clients 18 and older are allowed to attend sessions in the Boise State Practicum Lab. Written communication (to be maintained in the client folder) to the Clinical Supervisor is advised in questionable or unusual situations.

Insurance

Each Counseling Practicum student is required to have some form of professional liability insurance. Students who are currently members of American Counseling Association (ACA) or American School Counselor Association (ASCA) can obtain insurance through that organization at competitive rates. Students who are not currently members of ACA are encouraged to join at this time, not only for the opportunity to be insured under the group program but also to begin participation in a professional organization serving the interests of the counseling profession. A student may secure insurance of his or her own choosing. Each student must submit a completed *Statement of Liability Insurance* form and attach *Proof of Insurance* prior to beginning practicum hours, and at any point that a renewal is needed (all forms should be submitted to the department before expiration date of previous coverage, where applicable).

Monitoring Methods

A variety of methods will be employed for monitoring student-client contact, including but not limited to:

- Digital recording of sessions
- Transcripts and analyses of recordings of sessions
- Monitoring through the digital recording system
- Direct supervision
- Presentation and discussion of case studies

Evaluations

In addition to periodic informal evaluations during individual supervisory sessions, practicum students will be formally evaluated by the clinical supervisor on a variety of skills and activities at midterm and the end of the semester. Identified outcome competencies are integral to these evaluations. Maintaining client contact information including contact hour logs and client records is the responsibility of the student and will be included in the evaluation along with his/her attendance at scheduled individual and group supervisory sessions. The Student Counselor's knowledge, performance, and disposition are components for assessment. Each Counseling Practicum student will be asked to complete an evaluation of her/his clinical Supervisor and the Practicum experience at the end of the semester.

Additionally, clients may be given an opportunity to evaluate the student-counselor at the end of the semester or as an ongoing part of the practicum experience. Client comments will not be evaluated as part of the student's grade, but will be reviewed and discussed with the student by the individual supervisor. Students will be expected to generate descriptive statistics summarizing client ratings for the fall and spring, as well as evaluating improvement from fall to spring semester.

Grading

Letter grades for Practicum I and Practicum II will be based on the following criteria:

- Attendance
- Evidence of professional enthusiasm, demeanor, and dispositions
- Completion of required number of clock hours
- Achievement of identified knowledge and competency based skills
- Completion of client file paperwork in a timely, neat, and thorough manner
- Performance of the role and behaviors of the counseling pre-professional (including effective response to feedback) as documented with informal evaluations throughout the Practicum and with formal evaluations at midterm and at the end of the semester.
- Completion of assignments in group supervision class
- Statistical analyses of client ratings.

A letter grade of "A/A-" indicates that in addition to completing all course requirements, including record keeping, in a timely and professional manner, the student demonstrates strong counseling skills, high standards of professional and personal behavior, a continued willingness to learn through reflective practice and utilize feedback effectively, and a commitment to the counseling profession.

A letter grade of "B+/B/B-" indicates that in addition to completing all course requirements, including record keeping, in a timely and professional manner, the student demonstrates adequate counseling skills, above average standards of professional and personal behavior, a continued willingness to learn and utilize feedback effectively, and a commitment to the counseling profession.

A letter grade of "C+/C/C-" indicates that the student did not complete all course requirements, including record keeping, in a timely and professional manner, needs to significantly improve counseling skills, may need to examine personal and professional standards of behavior, and/or appears to be unwilling to learn or lacking in commitment to the counseling profession. A letter

grade of “C+/C/C-” will lead to a re-evaluation of the student’s continuing participation in the Counseling Program by his/her Program Advisor and Faculty.

In cases where the student has failed to meet the required number of clock hours, a grade of “incomplete” may be given until the student meets the requirement. Failure to meet requirements within one semester will result in re-evaluation of the student’s continuing candidacy in the Counseling Program by his/her Program Advisor and Supervisory Committee. The student must fulfill the “incomplete” tasks prior to accumulating any hours towards the subsequent clinical field experiences.

Grades will be assigned based on the following scale:

	A = 95-100;	A- = 90-94
B+ = 87-89;	B = 83-86;	B- = 80-82
C+ = 77-79;	C = 73-76;	C- = 70-72



BOISE STATE UNIVERSITY

COLLEGE OF EDUCATION

Department of Counselor Education

STATEMENT OF LIABILITY INSURANCE – PRACTICUM

I am aware that, as a Practicum student in the Master of Arts in Counseling Program at Boise State University, I am responsible for maintaining liability insurance throughout my practicum experience. In order to meet this requirement, I have insurance through:

(Name of organization) and I have attached proof of insurance to this form*.

Date _____

Signed _____
Printed name

Signature

***Attached proof of insurance policy must include all of the following:**

- Your full name as listed on the policy
- Your Member/Policy ID number
- Coverage Specifications
- Limits of Liability
- Expiration Date

Received by:

Practicum Instructor (Group Supervisor)

Date received

First and Last Name
Boise State University
1910 University Drive, Edu. 421
Boise, ID 83725
(208) 426- 1219
name@u.boisestate.edu

PROFESSIONAL DISCLOSURE STATEMENT

Qualifications:

- License type and license number (n/a for student interns), credentials, certifications . . .
- Education and training . . . (with the name(s) of the institution(s) attended and the specific degree(s) received;) and relevant experience

(EXAMPLE FOR PRACTICUM)

I am a graduate student in the Counselor Education program at Boise State University, working toward the completion of a master's degree in counseling. I earned my Bachelors of something from a university. I am qualified to counsel under the supervision of a faculty member of the Boise State University Counselor Education program. My supervisor is Supervisor Name and can be reached at supervisor@boisestate.edu should you have any questions or concerns you do not feel comfortable addressing with me directly.

Counseling Philosophy:

- Theoretical orientation and approach
- Purposes, goals, techniques, and procedures

(EXAMPLE)

My approach to counseling is based on principles of Interpersonal Neurobiology. Briefly, this framework considers how the brain and relationships interact to shape the mind. My first priority in counseling is to establish a safe therapeutic relationship and collaborate with you to identify appropriate counseling goals. Then, depending on your concerns and preferences, I will utilize cognitive, behavioral, and emotion-focused interventions to help you make progress towards your goals.

The length of a typical session is 50 minutes. The number and frequency of sessions depends on the client and the nature of his or her concerns.

Counseling Relationship:

- Information about the nature of the clinical relationship
- A statement that sexual intimacy is never appropriate with a client and should be reported to the board
- Fee structure and billing counselors (inform clients about fees and billing arrangements, including procedures for nonpayment of fees – n/a for counseling intern students)

(EXAMPLE)

Although sessions may be very personal in nature, I would like to emphasize that our relationship is professional, rather than personal. In light of this, I sincerely believe you will benefit the most if the focus of our time is completely on your present concerns.

My services will be performed in a professional manner, consistent with current legal and ethical standards. If at any time or for any reason you are displeased with my services, please do not hesitate to let me know. Sexual intimacy is never appropriate with a client and should be reported to the Idaho Licensing Board of Professional Counselors and Marriage and Family Therapists.

Client Rights and Responsibilities:

- The client's rights to be a participant in treatment decisions, to seek a second opinion, to file a complaint without retaliation, and to refuse treatment.

(EXAMPLE)

As a client, you are in complete control of the counseling process, and have the right to refuse any of my counseling techniques that you feel are harmful to you, or suggest any modifications as you see fit. You may also end our counseling relationship at any time. If you choose to do so, it is preferred that we work through that process collaboratively, as it is an opportunity to review and evaluate or work together.

- Risks and benefits to counseling

(EXAMPLE)

Participating in counseling can have both benefits and risks. Some benefits may include improved self-understanding, adoption of new problem solving and coping skills, enhanced interpersonal relationships, improved emotional health, and relief from current distress.

At the same time, those changes may bring about some emotional and behavioral changes within yourself, the decision to adopt new choices, and changes within your interpersonal relationships. With these changes, feeling of stress, anxiety, or distress may occur. We will work together through your journey to achieve the best results possible for you.

Client responsibilities

(EXAMPLE)

In order for our work together to be successful, it is essential that you attend sessions, make a sincere effort to work on the issues we are addressing, and follow through with elements of treatment, such as tasks/experiments to complete between sessions.

If for some reason you cannot attend a scheduled session, please call or email within 24 hours if at all possible.

Records and Confidentiality:

- Limitations of confidentiality
- Continuation of services upon the incapacitation or death of the counselor

(EXAMPLE)

I strongly believe in the importance of maintaining confidentiality regarding the information that clients choose to share with me, and I will make every effort possible to ensure that the information you share remains confidential. If I see you in public, I will protect your confidentiality by acknowledging you only if you approach me first.

You should, however, be aware that there are some circumstances in which legal and ethical standards require me to discuss information about our sessions with other professionals. Such situations include:

- 1) If I believe there is a danger that you may harm yourself or others.
- 2) If I become aware of your involvement in abuse of children, elderly, or disabled persons.
- 3) If I am using your case records (i.e. video-recorded sessions) for purposes of supervision or professional development. In such cases, no identifying information will be presented.
- 4) You direct me to release your records.
- 5) If I am ordered by a court to release your records.
- 6) I am otherwise required by law to disclose information.

If you have any questions about confidentiality and its limits, please ask me about them before we begin therapy or at any time during our work together.

In the event of my incapacitation or death, your records will be maintained by my clinical supervisor. My supervisor will select a new counselor to complete your therapeutic work.

Use of Electronic Media:

Risks associated with using electronic media (i.e. email) include difficulties ensuring client confidentiality, misunderstandings resulting from lack of non-verbal (i.e. voice and visual) communication, and difficulties in communication due to electronic failures. Therefore, I will use email to schedule appointments only. Any personal issues or content must be discussed during sessions.

Contacting Me and Crisis Procedures:

Email is the best way to contact me. In the case of an emergency please call 9-1-1, contact your physician, the emergency room at your local hospital, Boise State Security at (208) 426-6911, or the suicide hotline at 1-800-273-8255.

Cancelations:

I respect that unforeseen circumstances arise. If for any reason you cannot attend a scheduled session, please inform me at least 24 hours before your appointment.

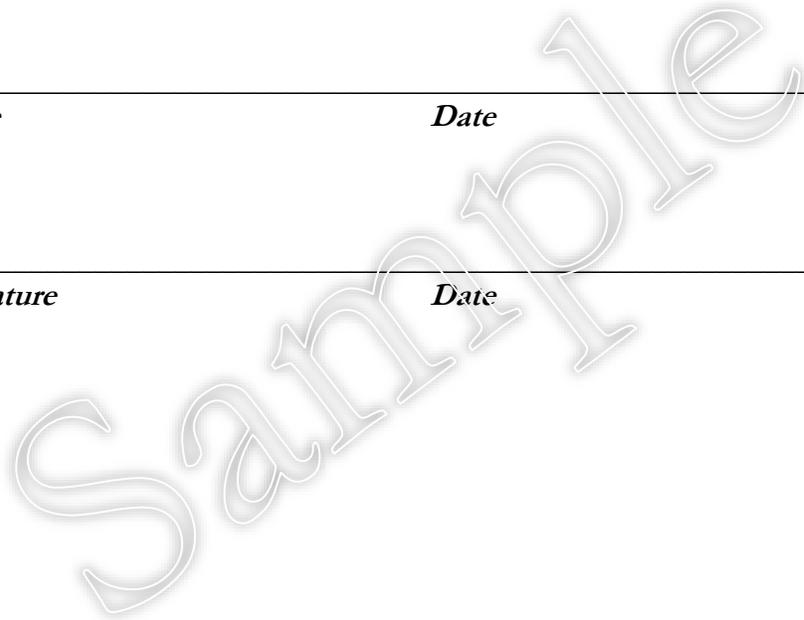
Complaints:

- Information of primary supervisor
- Board Information. The name, address, and phone number of the Board with the information that the practice of licensees and interns is regulated by the Board.

Your signature below indicates that you have read and understood the information contained in this document, discussed it with _____(counselor’s name)_____, and agree to participate in counseling under the conditions described. If you would like a copy of this statement, please feel free to request a copy and one will be given to you.

Client’s Signature *Date*

Counselor’s Signature *Date*





BOISE STATE UNIVERSITY

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Department of Counselor Education

CLIENT INTAKE FORM

Counseling Process: Our primary purpose is to help you become more effective in dealing with concerns that influence your ability to achieve success in pursuit of personal and academic goals. We want to help you explore your concerns, provide support, and help you incorporate your goals into a plan for the future.

Confidentiality: Information about you that is obtained during a counseling session will not be revealed to anyone outside the department without your consent except where disclosure is required by law:

- Where there is reasonable suspicion of abuse to children or elderly persons.
- Where you present a serious danger to yourself or to others.
- Where ordered by a court to disclose information.

Release of Information and Permission to Record/Observe/Consult: The counselor you are scheduled to see today is completing their counseling practicum experience within the Department of Counselor Education at Boise State University. Each counselor-in-training provides counseling under the direct supervision of licensed faculty/staff. As a client in the practicum lab, I give my permission for the counselor-in-training to share information regarding my counseling session(s) with the assigned supervisors, faculty, and counseling students for the purpose of supervision and evaluation of the below named student-counselor. Information will otherwise be kept confidential as allowed by law. I give my permission for the use of recording devices, including audio and video, as well as observation through private live-stream or in the same room during my counseling sessions. Unless otherwise specified, this release expires upon the student-counselor’s graduation or departure from the Boise State University Counseling Program. I recognize that the Student Counselor has reporting requirements in situations where a danger to myself or others is believed to exist.

I have read and understand the information on this form. I understand that the counselors-in-training will use their best efforts to help me achieve success in realizing my personal and academic goals.

Client Name (Please Print)

Client Signature

Date

Counselor Name (Please Print)

Counselor Signature

Date

We are here to provide assistance with a variety of academic, social, career and relationship concerns. Our desire is to make your visit with us as beneficial as possible. Please complete all information on the reverse side to help us clarify your personal goals while seeing a student counselor.

(Please Print)

Last Name: _____ First Name: _____

Student ID#: _____ Age: _____ (must be 18 to participate)

Date of Birth: _____ Gender: _____ Telephone: _____

Address: _____

City: _____ State: _____ Zip Code: _____

In case of emergency, whom may we contact?

Name: _____ Telephone: _____

Are you currently using the services of another helping professional? ____ Yes ____ No

If yes, who/where? _____

College Major: _____ Year in college: _____

Number of credits you are taking this semester: _____

Listed below are a number of possible areas of concern. Please place mark items that you would like to discuss with a counselor.

- | | |
|---|---|
| 0. ____ I am here for extra credit only | 6. ____ Health (Sleep, Physical Problems) |
| 1. ____ Depression | 7. ____ Eating Issues |
| 2. ____ Stress/Anxiety | 8. ____ Interpersonal Relationships |
| 3. ____ Drugs/Alcohol | 9. ____ Thoughts of Suicide |
| 4. ____ Career | 10. ____ Thoughts of Harm to Others |
| 5. ____ Academic | 11. ____ Family Issues |
| 12. ____ Other: _____ | |

Please describe in detail the concern for which you are seeking help today.

How long have you been aware of this concern? _____

Are you presently taking any medication? ____ Yes ____ No

If yes, please list medications and prescriber name: _____

Client Signature

Counselor Signature

Date



BOISE STATE UNIVERSITY

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Department of Counselor Education

INTAKE ASSESSMENT

Date: _____ Client: _____ Counselor: _____

Identifying Information

Age:
Gender:
Race/ethnicity:
Language:
Sexual orientation:
Relationship status:
Children:
Disability status:
Religious/spiritual affiliations:
Housing/economic status:
Eating patterns (e.g., detail typical eating frequency, amount, self-reported eating too much, not enough, feeling out of control while eating, feeling guilt after eating, etc.):
Physical activity (e.g., degree of physical movement in an average day):
Sleep habits (e.g., avg. amount of sleep per night, concerns with falling asleep, staying asleep):

Chief Complaint (Problem/reason for coming to treatment as stated by the patient; state as a direct quote)

History of Presenting Problem (Recent history of problem, events that led up to treatment, symptoms over past few weeks and currently)

--

Past Psychiatric History (Previous hospitalizations, previous treatment, previous medications)

--

Medical History (Any significant current medical problems, any significant medical history)

--

Family Psychiatric History (Any family history of psychiatric problems or substance abuse)

--

Social History (Client's history such as where born, siblings, relationship with parents, parent's marital status, significant traumas, education and employment history, relationship history. Current social situation such as employment, marital status, children, living situation, substance use)

Mental Status (Orientation, appearance, mood, affect, thought process, thought content, speech, motor activity, cognitive functioning (memory, concentration, intelligence), insight, judgment, impulse control), suicidal and/or homicidal ideation, etc.

Impression and Preliminary/Working Conceptualization (Theoretical conceptualization of client based upon presenting information)

Plan

Services Needed:

Anticipated Number of Sessions

Intervention	1-2	3-7	8-10	11-20	21-40	41+
<input type="checkbox"/> Assessment						
<input checked="" type="checkbox"/> Individual		X				
<input type="checkbox"/> Couple						
<input type="checkbox"/> Parent Consultation						
<input type="checkbox"/> Filial Therapy						
<input type="checkbox"/> Family						
<input type="checkbox"/> Group						
<input type="checkbox"/> Other:						

Client Concerns/Symptoms	Goals/Objectives	Interventions

Referrals/Recommendations for Therapeutic Support Services:

Next appointment scheduled for: _____

Counselor's Signature

Date

Supervisor's Signature

Date



CLIENT TERMINATION / REFERRAL FORM

Client: _____ **Counselor** _____

Reason for Termination of Services: _____ **Number of completed Sessions:** _____

No Show / Follow up:

--

Left School / Reason(s):

--

Referral / Nature of Referral:

--

Other:

--

Completed Sessions / Summary of Goals and Related Outcomes:

--

Follow up plan:

--

Counselor Signature _____ **Date:** _____

Supervisor Signature _____ **Date:** _____



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SELF-ASSESSMENT

Counselor: _____ Session Number: _____

Date: _____

Competencies (Skills, strategies, timing, etc.)

--

Difficulties

--

Personal Feelings about This Session

--

Personal Goals for Next Session with This Client

--

Personal Goals for My General Skill Level

--



SESSION SUMMARY REPORT (“S.O.A.P. NOTES”)

Date: _____ Client: _____ Counselor: _____
Session# _____ Time _____ on _____ Late _____ minutes _____ Cancel _____ no
: _____ : _____ (_____ time/ _____ by _____ / _____ / _____ show)

Subjective:

Current issues/topics/stressors/factual circumstances as reported by client and pertinent others
(How the client experiences the world)

Objective:

Emotional responses/patterns observed by counselor or reported by client (Quantifiable & outside written materials received)

Assessment:

Summary of counselor’s clinical thinking based on subjective and objective synthesis of notes, diagnosis, and impressions including theoretically-based conceptualization of client:

Plan & Progress:

Short and long term plan (include interventions used, treatment progress, & direction/prognosis):

Counselor's Signature

Date

Supervisor's Signature

Date



RELEASE OF INFORMATION CONSENT FORM

Client Name: _____

In order to provide maximally beneficial service to our clients, it is occasionally necessary for us to communicate with other people or agencies with whom you have had contact. This form gives us your permission to contact and to share the information we each have concerning our contacts with you so that your needs can be optimally served.

Your signature at the bottom of this form represents a waiver of your right to confidential communication **only** with respect to the mutual sharing of information between the Boise State University Counselor Education Department and the person or agency specified below. Any sharing of the information gained during our contacts with anyone else is expressly prohibited.

I _____ hereby authorize the Boise State University Counselor
(Client or Guardian's Full
Name)

Education Department to exchange information about _____
(Client's Full Name)

with the following person(s) and/or agency(s):

_____ at _____
_____ at _____
_____ at _____

The information to be disclosed/exchanged is: _____ All information
_____ Other (specify below)

I understand that I may revoke this consent at any time with a written statement to the Counselor Education Department except to the extent that action has already been taken in reliance upon it.

Client Signature

Date

Counselor Signature

Date



CLIENT EVALUATION OF STUDENT COUNSELOR

Thank you for your participation in the evaluation of a Student Counselor in the Counselor Education Department at Boise State University. It is important to us that you be given an opportunity to express your reactions to the Program and, specifically, to your counselor and counseling experience. We hope, therefore, that you will take a few minutes to complete the following evaluation as openly and as accurately as possible. Thank you for your cooperation.

Please indicate the degree to which you agree or disagree with the following statements as they apply to your experience with your counselor. **Circle “1” for disagree, “2” for disagree somewhat, “3” for agree somewhat, and “4” for agree. If the statement does not apply to your situation, please circle “NA.”**

- | | | | | | |
|---|---|---|---|---|----|
| 1. Counselor explained confidentiality to me | 1 | 2 | 3 | 4 | NA |
| 2. Counselor understood my problem | 1 | 2 | 3 | 4 | NA |
| 3. Counselor was aloof (distant and/or uninterested) | 1 | 2 | 3 | 4 | NA |
| 4. Counselor helped me identify and explore problems in my life | 1 | 2 | 3 | 4 | NA |
| 5. Counselor helped me get needed information | 1 | 2 | 3 | 4 | NA |
| 6. Counselor’s personality made me uncomfortable | 1 | 2 | 3 | 4 | NA |
| 7. Counselor should have offered more advice and direction | 1 | 2 | 3 | 4 | NA |
| 8. Counselor seemed to expect me to do all the talking | 1 | 2 | 3 | 4 | NA |
| 9. Counselor should have given more evaluation/feedback | 1 | 2 | 3 | 4 | NA |
| 10. Counselor should have been more assertive | 1 | 2 | 3 | 4 | NA |
| 11. Counselor demonstrated respect for me | 1 | 2 | 3 | 4 | NA |
| 12. Counselor talked about him/herself too much | 1 | 2 | 3 | 4 | NA |
| 13. Counselor seemed warm, honest, and open | 1 | 2 | 3 | 4 | NA |
| 14. Counselor listened to me | 1 | 2 | 3 | 4 | NA |
| 15. Counselor seemed relaxed | 1 | 2 | 3 | 4 | NA |
| 16. Counselor helped me make choices | 1 | 2 | 3 | 4 | NA |
| 17. Counselor told me how to solve my problems | 1 | 2 | 3 | 4 | NA |
| 18. Counselor didn’t have enough time to talk with me | 1 | 2 | 3 | 4 | NA |
| 19. Counselor seemed distant and mysterious | 1 | 2 | 3 | 4 | NA |
| 20. Counselor helped me to talk about myself | 1 | 2 | 3 | 4 | NA |
| 21. Counselor helped me to set realistic goals | 1 | 2 | 3 | 4 | NA |
| 22. Counselor helped me see alternatives and options | 1 | 2 | 3 | 4 | NA |
| 23. Counselor was not supportive of me | 1 | 2 | 3 | 4 | NA |
| 24. Counselor appeared knowledgeable and skilled | 1 | 2 | 3 | 4 | NA |

Did you get what you wanted from your counseling experience? Why or why not?

For the following please indicate the degree to which you agree or disagree as the statements fit your counseling experience, particularly the staff and facilities. Thank you.

- | | | | | | |
|---|---|---|---|---|----|
| 1. The staff promptly returned my calls and/or emails | 1 | 2 | 3 | 4 | NA |
| 2. The staff was considerate and helpful | 1 | 2 | 3 | 4 | NA |
| 3. I felt like no one had time to listen to me | 1 | 2 | 3 | 4 | NA |
| 4. The facilities were comfortable | 1 | 2 | 3 | 4 | NA |
| 5. I felt relaxed in this setting | 1 | 2 | 3 | 4 | NA |
| 6. I felt like confidentiality would be kept | 1 | 2 | 3 | 4 | NA |
| 7. The staff helped me get information that I needed | 1 | 2 | 3 | 4 | NA |
| 8. I had trouble getting an appointment | 1 | 2 | 3 | 4 | NA |
| 9. I would recommend this counseling resource to my friends | 1 | 2 | 3 | 4 | NA |

What suggestions do you have for improving this Program?

Please return this form to the Department of Counselor Education (Located on the 4th floor of the Education Building, Room 421) or mail to:

Counselor Education Department - Boise State University
1910 University Drive
Boise, ID 83725-1721
Thank you.

Name of Student Counselor

PRACTICUM HOURS – WEEKLY AND SEMESTER SUMMARY LOGS

The Practicum Weekly Logs and Semester Summary Logs are available in digital format through the Department. As you enter hours into your weekly logs, section totals will auto-calculate on the appropriate semester summary log and alert you of potential issues that may need to be addressed before you submit your summary form for grading and supervisor signature.

		Individual Counseling	Group Counseling	Record Keeping	Peer / Faculty Consults	Job Shadow	Individual Supervision [1-10]	Group Supervision [1-8]	Observation	Research	Special Activities	Other	Weekly Tot.
Fall 2019 Semester													
W	SUN Aug-25-2019												0
W	MON Aug-26-2019												0
W	TUE Aug-27-2019												0
W	WED Aug-28-2019												0
W	THU Aug-29-2019												0
W	FRI Aug-30-2019												0
W	SAT Aug-31-2019												0
	Week 1 Totals	Total Direct: 0		Total Indirect: 0		Semester Cumulative Direct Hours: 0		Semester Cumulative Indirect Hours: 0		0		Semester Cumulative Total Hours: 0	
W	SUN Sep-01-2019												0
W	MON Sep-02-2019												0
W	TUE Sep-03-2019												0
W	WED Sep-04-2019												0
W	THU Sep-05-2019												0
W	FRI Sep-06-2019												0
W	SAT Sep-07-2019												0
	Week 2 Totals	Total Direct: 0		Total Indirect: 0		Semester Cumulative Direct Hours: 0		Semester Cumulative Indirect Hours: 0		0		Semester Cumulative Total Hours: 0	
W	SUN Sep-08-2019												0
W	MON Sep-09-2019												0
W	TUE Sep-10-2019												0
W	WED Sep-11-2019												0
W	THU Sep-12-2019												0
W	FRI Sep-13-2019												0
W	SAT Sep-14-2019												0
	Week 3 Totals	Total Direct: 0		Total Indirect: 0		Semester Cumulative Direct Hours: 0		Semester Cumulative Indirect Hours: 0		0		Semester Cumulative Total Hours: 0	
W	SUN Sep-15-2019												0
W	MON Sep-16-2019												0
W	TUE Sep-17-2019												0
W	WED Sep-18-2019												0
W	THU Sep-19-2019												0
W	FRI Sep-20-2019												0
W	SAT Sep-21-2019												0
	Week 4 Totals	Total Direct: 0		Total Indirect: 0		Semester Cumulative Direct Hours: 0		Semester Cumulative Indirect Hours: 0		0		Semester Cumulative Total Hours: 0	
W	SUN Sep-22-2019												0
W	MON Sep-23-2019												0
W	TUE Sep-24-2019												0
W	WED Sep-25-2019												0
W	THU Sep-26-2019												0
W	FRI Sep-27-2019												0
W	SAT Sep-28-2019												0
	Week 5 Totals	Total Direct: 0		Total Indirect: 0		Semester Cumulative Direct Hours: 0		Semester Cumulative Indirect Hours: 0		0		Semester Cumulative Total Hours: 0	
W	SUN Sep-29-2019												0
W	MON Sep-30-2019												0
W	TUE Oct-01-2019												0
W	WED Oct-02-2019												0
W	THU Oct-03-2019												0
W	FRI Oct-04-2019												0
W	SAT Oct-05-2019												0
	Week 6 Totals	Total Direct: 0		Total Indirect: 0		Semester Cumulative Direct Hours: 0		Semester Cumulative Indirect Hours: 0		0		Semester Cumulative Total Hours: 0	
W	SUN Oct-06-2019												0

MASTERS OF ARTS IN COUNSELING: PRACTICUM HOURS SUMMARY LOG

Student Counselor: Student Example
 Clinical Supervisor: Example Supervisor

Semester: Fall 2019

Site: Boise State University Practicum Lab

Week Starting	Week Ending	Direct						Indirect					Weekly Tot.
		Individual Counseling	Group Counseling	Record Keeping	Peer / Faculty Consults	Job Shadow	Individual Supervision [1-10]	Group Supervision [1-8]	Observation	Research	Special Activities	Other	
26/19 - 8/31/19		2	0	0	0	0	0	3	0	0	0	0	5
1/19 - 9/7/19		1	0	0	0	0	0	3	0	0	0	0	4
8/19 - 9/14/19		1	0	1	0	0	1	0	0	0	0	0	3
15/19 - 9/21/19		1	2	1	1	0	0	1	0	0	0	2	4
22/19 - 9/28/19		2	0	2	0	0	1	0	1	0	0	0	3
29/19 - 10/5/19		1	0	1	0	0	0	3	0	1	0	0	7
6/19 - 10/12/19		1	0	1	0	0	0	3	0	0	0	0	8
13/19 - 10/19/19		1	0	2	0	0	1	0	0	0	0	0	4
20/19 - 10/26/19		1	0	1	0	0	0	3	0	0	0	1	7
27/19 - 11/2/19		0	0	1	1	0	0	3	0	1	0	0	4
3/19 - 11/9/19		1	0	1	0	0	0	3	0	0	0	0	3
10/19 - 11/16/19		2	0	3	0	0	1	0	0	0	0	0	6
17/19 - 11/23/19		0	0	1	0	0	0	0	0	1	0	0	3
24/19 - 11/30/19		2	0	1	1	0	1	0	0	0	0	0	4
1/19 - 12/7/19		1	0	0	0	0	0	0	0	1	0	0	4
8/19 - 12/14/19		1	0	0	0	0	1	3	0	0	0	0	5
15/19 - 12/21/19		0	0	0	0	0	0	0	0	0	0	0	2
TOTALS:		18	2	16	3	0	8	18	2	4	0	4	75

HOURS VERIFIED BY:

Supervisor Signature: Signature

Date: 1.1.20

Total Hours 75
 Total Direct Hours 20
 Total Indirect Hours 55



BOISE STATE UNIVERSITY

COLLEGE OF EDUCATION

Department of Counselor Education

EVALUATION OF PRACTICUM STUDENT COUNSELOR

Student Counselor: _____

Date: _____

Clinical Supervisor: _____

_____ COUN 514

_____ COUN 516

_____ Midterm

_____ Final

For each item rate the student’s skills and/or performances based on this scaling system: **(N)** no opportunity to observe, **(0)** student’s performance was poor, does not meet criteria for program level **(1)** student’s performance was fair, meets criteria minimally or inconsistently for program level **(2)** student’s performance is good, meets criteria consistently for program level **(3)** student’s performance is outstanding, exceeds criteria consistently for program level. Comments are requested and encouraged on the last page of this evaluation.

A. Counseling Skills and Abilities

1.	The student facilitates a helpful and supportive counseling relationship.	N	0	1	2	3
2.	The student creates appropriate structure in session – sets and maintains boundaries throughout the counseling relationship (such as maintaining time limits, setting parameters and meeting time and place, etc.)	N	0	1	2	3
3.	The student provides concise information about recording, confidentiality, counselor’s role and approach, and discusses client expectations in first session.	N	0	1	2	3
4.	The student understands and reflects content of the client’s story (paraphrasing).	N	0	1	2	3
5.	The student understands and reflects the context of the client’s story (reflecting meaning/interpretation)	N	0	1	2	3
6.	The student identifies and reflects client feelings.	N	0	1	2	3
7.	The student is congruent – student’s external behavior is consistent with student’s internal affect.	N	0	1	2	3
8.	The student is able to be empathic –able to identify and understand the perspective of the client without overidentifying with client.	N	0	1	2	3
9.	The student exhibits attending through non-verbal communication – demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2	3
10.	The student uses immediacy – staying in the here and now and reflecting that to client.	N	0	1	2	3
11.	The student uses open-ended questions.	N	0	1	2	3

12.	The student facilitates client awareness of discrepancies, mixed messages, and conflicts.	N	0	1	2	3
13.	The student uses silence when appropriate.	N	0	1	2	3
14.	The student confronts clients appropriately.	N	0	1	2	3
15.	The student's use of timing in session is effective	N	0	1	2	3
16.	The student ends sessions effectively.	N	0	1	2	3
17.	The student's responses are intentional - having a clear therapeutic intention with responses.	N	0	1	2	3
18.	The student uses relevant self-disclosure to encourage client disclosure when appropriate.	N	0	1	2	3
19.	The student collaborates with client to establish clear therapeutic goals.	N	0	1	2	3
20.	The student demonstrates conceptualization in the context of theory and is able to formulate a treatment plan that follows logically from this case conceptualization.	N	0	1	2	3
21.	The student demonstrates acceptance of self and others in working with diverse clientele.	N	0	1	2	3
22.	The student demonstrates skills in working with diverse clientele.	N	0	1	2	3
23.	The student terminates counseling effectively after evaluating client readiness.	N	0	1	2	3
24.	The student exhibits awareness of community and professional resources and gives referral if warranted.	N	0	1	2	3

B. Professional Behavior

1.	The student conducts self in an ethical manner so as to promote confidence in the counseling profession.	N	0	1	2	3
2.	The student relates to peers, professors, and others in a manner consistent with stated professional standards.	N	0	1	2	3
3.	The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.	N	0	1	2	3
4.	The student demonstrates application of legal requirements relevant to counseling training and practice.	N	0	1	2	3
5.	The student is a reflective practitioner.	N	0	1	2	3
6.	The student reviews counseling recordings to improve counseling skills.	N	0	1	2	3
7.	The student maintains comprehensive case notes.	N	0	1	2	3
8.	The student comes prepared to sessions and supervisions.	N	0	1	2	3
9.	The student demonstrates an active commitment to the profession.	N	0	1	2	3

10.	The student recognizes boundaries of his/her particular competencies and the limitations of his/her expertise.	N	0	1	2	3
11.	The student takes responsibility for assuring client welfare when encountering the boundaries of his/her expertise.	N	0	1	2	3
12.	The student provides only those services and applies only those techniques for which she/he is qualified by education, training, and experience.	N	0	1	2	3

C. Dispositions

1.	The student evidences desire to improve skills.	N	0	1	2	3
2.	The student is open and responsive to feedback.	N	0	1	2	3
3.	The student demonstrates self-control (such as anger and impulse control) and maintains appropriate boundaries in interpersonal relationships with faculty, peers, and clients.	N	0	1	2	3
4.	The student demonstrates honesty, fairness, and respect for others.	N	0	1	2	3
5.	The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work.	N	0	1	2	3
6.	The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2	3
7.	The student refrains from making statements that are false, misleading, or deceptive.	N	0	1	2	3
8.	The student respects the fundamental rights, dignity, and worth of all people.	N	0	1	2	3
9.	The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	N	0	1	2	3
10.	The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2	3

D. Major Strengths/Areas Needing Improvement

E. Grade Recommendation: _____

(Include a brief explanation of grade)



BOISE STATE UNIVERSITY

COLLEGE OF EDUCATION

Department of Counselor Education

EVALUATION OF PRACTICUM SUPERVISION

Student Counselor: _____ **Semester:** _____ **Year:** _____

Clinical Supervisor: _____ **Site:** _____ Boise State Practicum Lab

_____ COUN 514 - Practicum I _____ COUN 516 - Practicum II

For each item rate your Supervisor’s skills on a scale of 1 through 5, using **(1)** for poor, **(2)** for fair, **(3)** for good, **(4)** for very good, and **(5)** for excellent. If the particular skill was not observed or required, check NA. Open-ended comments on each item are encouraged and appreciated.

A. Supervision Skills

1.	Demonstrates knowledge of various counseling theories, techniques, and interventions	1	2	3	4	5	NA
2.	Performs supervisory functions as teacher, counselor, or consultant as appropriate	1	2	3	4	5	NA
3.	Encourages Supervisee to explore alternatives when responding to clients	1	2	3	4	5	NA
4.	Establishes and maintains good rapport with Supervisee	1	2	3	4	5	NA
5.	Appropriately challenges and supports Supervisee’s professional development	1	2	3	4	5	NA
6.	Provides clear and useful suggestions	1	2	3	4	5	NA
7.	Is sensitive to individual differences	1	2	3	4	5	NA
8.	Demonstrates flexibility in the supervisory relationship	1	2	3	4	5	NA
9.	Assists Supervisee in conceptualizing cases	1	2	3	4	5	NA
10.	Appropriately uses supervisory relationship to demonstrate principles of counseling	1	2	3	4	5	NA
11.	Gives timely and helpful feedback to Supervisee regarding facilitative and non-facilitative counseling behavior	1	2	3	4	5	NA
12.	Challenges Supervisee when appropriate and as appropriate	1	2	3	4	5	NA
13.	Assists Supervisee in planning effective client goals/objectives	1	2	3	4	5	NA
14.	Can identify and communicate Supervisee’s professional and personal strengths and weaknesses	1	2	3	4	5	NA
15.	Is available on a regular basis for supervision/consultation	1	2	3	4	5	NA

B. Supervisor Effectiveness

1.	Your overall satisfaction with Clinical Supervisor	1	2	3	4	5	NA
2.	Competence of Supervisor at giving useful supervision	1	2	3	4	5	NA
3.	Interactions with Supervisor contribute to your counseling abilities and knowledge	1	2	3	4	5	NA
4.	Interactions with Supervisor assist you to help your clients change, grow, or improve	1	2	3	4	5	NA
5.	Interactions with Supervisor contribute to increasing your self-confidence as a counselor	1	2	3	4	5	NA

C. Overall Satisfaction with Practicum

1.	Your overall satisfaction with Practicum this semester	1	2	3	4	5	NA
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D. Comments

Distribution:

- Clinical Supervisor
- Department Chair



BOISE STATE UNIVERSITY

COLLEGE OF EDUCATION

Department of Counselor Education

PRACTICUM COUNSELING LIVE SUPERVISOR EVALUATION

Live Supervisor: _____

Semester: _____

It is very important that the University and the Counseling Department be informed of the quality of supervision and the respects in which it can be improved. Your evaluation may help. The information you share will be anonymous. It will be shared with faculty to help assess strengths and areas of needed improvement before being placed in the supervisor's file.

Please respond to as many of the following items as possible using the following scale:
5 (strongly agree), **4** (agree), **3** (neutral), **2** (disagree), **1** (strongly disagree), **DN** (don't know).

1. _____ The supervisor welcomes my explanations about my client's behavior.
2. _____ The supervisor makes a reasonable effort to understand me.
3. _____ The supervisor encourages me to talk about my work with clients in ways that are comfortable for me.
4. _____ The supervisor is tactful when commenting about my performance.
5. _____ The supervisor encourages me to formulate my own interventions with the client.
6. _____ The supervisor helps me talk freely in our sessions.
7. _____ When the supervisor gives me feedback, I feel comfortable discussing my feelings about it with them.
8. _____ In supervision with this supervisor, I am more curious than anxious when discussing my difficulties with clients.
9. _____ If a friend were in need of supervision, I would recommend that they meet with this supervisor.
10. _____ I will actively seek future supervision opportunities with this supervisor.
11. **Please tell us more about your supervision experience with this supervisor (use back side if needed)...**

PRACTICUM: FREQUENTLY ASKED QUESTIONS

- 1. I heard that I am supposed to switch my practicum class instructor and individual supervisor each semester, is this true?**

Yes! In order to gain diverse feedback and therefore hopefully attain more growth as a counselor, we require students to have a different supervisor each semester.

- 2. I'm not sure where to submit my end of semester paperwork...does it go to my class instructor or my individual supervisor?**

Your individual supervisor should receive your SPSS output and completed logs. Your practicum instructor should receive all of your homework assignments for class. Your course instructor and individual supervisor may be the same person.

- 3. How long are client sessions supposed to be?**

For our practicum lab, all sessions should be no more than 50 minutes in length. Being consistent in session length establishes firm boundaries with clients and is essential in a busy practicum lab.

- 4. Can I schedule all of my practicum clients at the beginning of the semester?**

We do not allow this for two reasons: Your practicum hours should be scheduled evenly throughout the semester, and all practicum students should have equal access to the available client paperwork. You may schedule multiple sessions with same client – however you are responsible for monitoring the shared schedule to ensure that future sessions are adjusted as needed should the client need to cancel or adjust their appointment time, or if the client no-shows.

- 5. How many clients can I work with at one time?**

We ask that you begin by scheduling approximately 4 clients. We recommend that you schedule approximately 10 client hours prior to midterm and approximately 10 client hours after midterm. However, please keep in mind that some clients cancel or reschedule sessions, and so you should plan on scheduling more than 20 hours over the semester to accommodate for no shows and cancellations.

- 6. I accidentally booked a client during my class time. Is it alright if I miss class to see my client?**

No, you are required to attend all 6 classes to pass practicum, as this is required group supervision time. If you accidentally book a client during class time, please reschedule your client session.

- 7. What are the practicum lab hours?**

Lab hours are subject to change and adjustment at any time. Your practicum instructor and supervisor will have the schedule at the start of the semester. Although unlikely, hours may change during the semester. You will be informed if any of your scheduled appointments are unexpectedly cancelled or require adjustment.

8. What do I do if a client does not respond to my request to schedule a session?

You should make a reasonable effort to contact clients before closing their file (a minimum of **three** attempts to reach your client should be documented in the client-contact log). On your final attempt to contact, you must inform your clients that you are closing their file and they will not be contacted again for the semester.

9. Can I write my session notes and watch videotaped sessions off-campus or somewhere other than the 4th floor of the College of Education?

NO. Due to confidentiality of client information, all note-writing, session watching, and any work related to practicum must be conducted on our 4th floor. You are welcome to utilize the Graduate Room, Practicum Labs (when not in use for sessions), and Department of Counselor Education conference room (when not in use by department). Students are expected to work with their cohort members and to share devices and resources.

10. Should session notes be typed?

Yes. Students should use the flash drive provided by the department to store session notes. Typing notes allows for easier review by supervisors and corrections can be made without creating an entirely new document.

11. When and how will my client receive credit for attending sessions?

Students are awarded credit at the end of the semester. Information on attended sessions is collected from the client-contact logs you complete and submit throughout the semester.

12. Can I use my own form or alter an existing one?

No. The forms provided in this handbook are carefully crafted to meet the needs of the department.

Other frequently asked questions:

- **How do I schedule clients?**
- **How many hours of direct and indirect do I need?**
- **How many supervision hours do I need?**
- **How is my grade determined?**
- **What if I miss my group supervision?**
- **What paperwork should be in my file?**

Answers for these and other questions can be found in your syllabus or elsewhere in the student handbook. If you need clarification on any of the written information, your faculty and supervisors are here to help.

SECTION IV:

CANDIDACY

AND GRADUATION

ADMISSION TO CANDIDACY

Admission to candidacy is required of all degree-seeking graduate students and serves as an important intermediate check that reveals overlooked or misinterpreted requirements. A master's student may be admitted candidacy if he or she is in regular status and has completed a set of courses sufficient to satisfy at least one half of the total credit requirement for desired degree.

The student must have individual course grades of C or better and a GPA of at least 3.0, computed for the set of courses above. A student who is admitted to a graduate program cannot list a course on the *Admission to Candidacy* form if it is graded lower than C or P, or a transfer course cannot be listed if it is graded lower than B. (See the current graduate catalog for policies on course repetition.)

Applying for candidacy represents an important milestone in student progress toward a graduate degree. Because of the importance of candidacy, a student who has not been admitted to candidacy cannot sit for the Comprehensive Examination or file a *Completion of Graduate Degree* form.

Applying for candidacy identifies the work accomplished to date and defines the work yet to be completed. The University agrees to offer and the candidate agrees to complete what is listed on the form. The *Admission to Candidacy* form (www.boisestate.edu/graduatecollege/forms) includes the exact final list of courses to be applied to meet the 60-credit requirement for the graduate degree in counseling. Accuracy and neatness are essential. The form must be signed by the student, Program Advisor, and by the Graduate Program Coordinator. The form is then submitted to the Office of Graduate Admission and Degree Services. Although the Graduate College requirement is that the form is submitted no later than the semester prior to the semester of graduate (exact deadlines are published in the academic calendar), we require submission during one year prior to graduation (typically spring of year 2).

We also require completion of the Department of Counselor Education Admission to Candidacy form. This form is given to the Advisor and is not distributed to the Graduate College.

Once the *Admission to Candidacy* form is approved by the Graduate College, the student is notified that she or he has been admitted to candidacy, and the form becomes a binding agreement between the student and the University. A change in an approved *Admission to Candidacy* form cannot be made without an *Adjustment of Academic Requirements* form that has been approved by the Counselor Education Department and the Graduate College.



BOISE STATE UNIVERSITY
COLLEGE OF EDUCATION
Department of Counselor Education

APPLICATION FOR ADMISSION TO CANDIDACY FORM

Student Name: _____ **Cognate:** _____

Telephone: _____ **Student ID:** _____

TYPICAL COURSE SEQUENCE	Core Credit Hours	Grade Earned	Semester Enrolled
EXAMPLE: COUN 500 Example	3	A	FA/17
<u>FALL: YEAR 1</u> (9 Credits)			
COUN 502 Counseling Theories	3		
COUN 506 Lifespan Development	3		
COUN 533 Introduction to School Counseling or COUN 545 Foundations of Chemical Dependency	3	--	--
<u>SPRING: YEAR 1</u> (9 credits)			
COUN 505 Counseling Skills	3		
COUN 509 Culturally Aware Counseling	3		
COUN 550 Diagnosis, Assessment, Tx Planning	3		
<u>SUMMER: YEAR 1</u> (5 credits)			
COUN 501 Foundations	3		
COUN 541 Addiction and the Family System or COUN 535 Classroom Mgt and Counseling Students with Exceptional Needs	2	--	--
<u>FALL: YEAR 2</u> (8 credits)			
COUN 513 Group Counseling	3		
COUN 514 Counseling Practicum I (50 clinical hrs)	2		
COUN 530 Suicide Prevention and Crisis Intervention	2		
COUN 549 Motivational Interviewing	1		
<u>SPRING: YEAR 2</u> (8 credits)			
COUN 512 Research and Program Evaluation	3		
COUN 516 Counseling Practicum II (50 clinical hrs)	2		
COUN 534 Counseling Children and Adolescents or COUN 548 Addiction and Behavioral Health Assessment and Intervention	3	--	

TYPICAL COURSE SEQUENCE (CONTINUED)	Core Credit Hours	Grade Earned	Semester Enrolled
<u>SUMMER: YEAR 2</u> (4 credits)			
COUN 504 Assessment and Testing	3		
COUN 551 Psychopharmacology	1		
<u>FALL: YEAR 3</u> (7 credits)			
COUN 526 Internship in Counseling I (350 clinical hrs)	3		
COUN 507 Career Development and Vocational Counseling	3		
COUN 568 Seminar	1		
<u>SPRING: YEAR 3</u> (6 credits)			
COUN 529 Applied Evaluation of Counseling Practice	1		
COUN 528 Internship in Counseling II (350 clinical hrs)	3		
COUN 567 Supervision	1		
COUN 690 MA Comprehensive Exam	1		

Masters in Counseling, School Counseling cognate students must take all of the courses:	Core Credit Hours	Grade Earned	Semester Enrolled
COUN 533 Introduction to School Counseling	3		
COUN 534 Counseling Children and Adolescents	3		
COUN 535 Classroom Mgt and Counseling Students with Exceptional Needs	2		

Masters of Counseling, Addiction Counseling cognate students must take all of the following courses:	Core Credit Hours	Grade Earned	Semester Enrolled
COUN 541 Addiction and the Family System	2		
COUN 545 Foundations of Chemical Dependency	3		
COUN 548 Addiction and Behavioral Health Assessment and Intervention	3		

Approved Electives (Catalog Number and Title)	Credit Hours	Grade Earned	Semester Enrolled

Replacement Boise State University Coursework (9 credits maximum):

Institution Attended	Catalog Number	Course Area	Course Title	Credit Hours	Grade Earned	Semester Enrolled

Note: If transfer credits (elective or replacement courses) are included in the student’s plan, the **“Application for Evaluation and Acceptance of Transfer of Credits”** must be completed and signed to accompany this form.

A minimum of 60 credit hours is required for graduation.

Student’s Signature: _____ Date_____

Cohort Advisor’s Signature: _____ Date_____

Cognate Coordinator’s Signature: _____ Date_____

SECTION V:

CULMINATING

EXPERIENCE

COMPLETION OF GRADUATE DEGREE

A student nearing completion of a graduate degree program must submit a *Completion of Graduate Degree* form (www.boisestate.edu/graduatecollege/forms) with attached diploma fee to the Office of Graduate Admissions and Degree Services. The form must be submitted no later than the deadline published in the academic calendar for the semester or summer session in which the student intends to complete the degree requirements.

The *Completion of Graduate Degree* form specifies the expected date of graduation (May, August or December of a particular year) and initiates required completion processes such as the degree audit, addition to the list of graduation candidates, and reservation of an embossed diploma. Students who miss their expected date of graduation twice are placed on inactive status by the Registrar and are required to follow special procedures in order to regain a graduation date.

Students exceeding the pass/fail credit allotment for the Program must compete and submit a “Request for Adjustment of Academic Requirements” form with their graduation application. This form is also required if a student challenges a course or makes any changes in her/his course work as listed on the approved candidacy form (see previous pages). This document can be found on the Forms section of the Graduate College webpage.

All requirements for a master’s degree (including courses completed at another college or university) must be started and completed within a single continuous interval of no more than seven (7) years.

CULMINATING EXPERIENCE

Students may sit for the Counselor Preparation Comprehensive Examination (CPCE) when completion of the following has been verified:

1. Six terms of Program coursework have been satisfactorily completed (two fall, two spring, and two summer) or the student has earned the equivalent of 45 graduate credits toward Program completion and has Supervisory Committee approval;
2. All incomplete grades are removed (it is the student’s responsibility to check with check with the Registrar’s office to verify that incompletes have been removed at the University level. The easiest way to do this is to request a +Student’s Copy of Transcript)
3. The student’s “Admission to Candidacy” has been submitted to the Graduate College and any changes and/or corrections have been approved, and filed in the Graduate College and with the Program Advisor; and
4. The Graduate College has official copies of all transcripts regarding transfer-in courses.

COMPREHENSIVE EXAMINATION EXPECTATIONS

To take the final examination, the student must first have been admitted to candidacy (see Section IV). The Counselor Preparation Comprehensive Examination (CPCE) is designed to challenge students to demonstrate their understanding and specific competency in the eight core areas defined by The Council for Accreditation of Counseling and Related Educational Program (CACREP). The purpose of the CPCE is to assess counseling students' knowledge of information viewed as important by counselor preparation programs. The CPCE also provides collective feedback that can be used by programs in developing, adapting, and revising program curriculum and experiences.

The CPCE consists of 160 multiple-choice items, 20 items per CACREP area, and is administered electronically. Scores for each core area and the total score are reported to the institution for each student.

The CPCE is offered spring semester only. We strongly encourage students to complete the CPCE by January 31 in case remediation is needed to graduate on time. Students will register for the test online and select a date and time that works with their schedule to complete the exam.

If remediation is needed:

If the student does not pass any part of the examination (score is not within 1 standard deviation below the national mean), the Program Advisor and faculty will develop a plan of action for student that may include enrolling in additional prescribed coursework, writing a paper on the unsatisfactory core area(s), designing a new examination, re-taking the CPCE, or discontinuing the student's program. Often, when students do not obtain a passing score on one or more sections of the CPCE, they complete an additional multiple choice written examination in the area(s) not passed. The written examination will be offered in the spring semester. Remediation must be successfully completed for students to graduate.

Criteria for evaluating additional examination:

Multiple choice responses will be evaluated by 1 faculty member, other types of activities (e.g., essays) will be evaluated by at least two (2) faculty readers. Students will be expected to obtain a score of 70% to pass the remediation for each failed section of the CPCE. Each area failed will be considered separately. If additional or other type of remediation is utilized, responses will be ranked from 1 to 3 (low to high). A response generating a minimum mark of 2 by two readers will carry a recommended "pass." If there is a lack of agreement, a third reader will be added. Results will be available from the Program Advisor approximately three weeks after the exam date.

SECTION VI:

COUNSELING

INTERNSHIP



BOISE STATE UNIVERSITY

COLLEGE OF EDUCATION

Department of Counselor Education

WELCOME TO YOUR COUNSELING INTERNSHIP EXPERIENCE! (COUN 526/528)

Please note that you are responsible for maintaining weekly and summary logs of activities and contact hours; for notifying your Site Supervisor of required dates for evaluations; and for ensuring that the necessary forms are available, signed, and submitted in a timely manner. Copies of forms are also available on the Department website.

COUNSELING INTERNSHIP CONTENTS

- Description of Counseling Internship - COUN 526/528
- Internship: Frequently Asked Questions
- Acknowledgment of Supervision Requirement
- Statement of Liability Insurance – Internship
- Counseling Internship Agreement
- Release of Information/Permission to Consult
- Permission to Record/Observe
- Internship: Weekly Logs and Summary Logs
- Internship Semester Summary Log
- Internship Formative/Midterm Evaluation
- Internship Final Evaluation
- School Cognate Standards: Final Evaluation of Internship Student Skills
- Addiction Cognate Standards: Final Evaluation of Internship Student Skills
- Counseling Internship: Evaluation of Group Supervision
- Counseling Internship: Evaluation of Site Supervision

Note that it is the Counseling Intern's responsibility to provide each Site Supervisor a copy of the *Site Supervisor Handbook* (available from Department webpage) in a timely, considerate manner. Both the *Statement of Liability Insurance* and a fully signed *Internship Agreement* must be submitted to the department prior to accumulating any hours towards internship.



BOISE STATE UNIVERSITY

COLLEGE OF EDUCATION

Department of Counselor Education

DESCRIPTION OF COUNSELING INTERNSHIP - COUN 526/528

The Counseling Internship is the final and most comprehensive professional experience in a student's counseling program. A student has opportunities to synthesize and apply knowledge with supervised training at a site congruent to his/her specific career goals. Through the sharing of experiences in both group and individual supervision, the student refines previously learned skills in an increasingly autonomous role with clients.

Objectives

The six credit, two semester Counseling Internship, with the concurrent two credits of seminar, is designed to provide the student with an opportunity to practice, reflect on, and expand his/her counseling skills. Site and Campus Supervisors monitor student activities and provide effective and appropriate feedback through video and/or audio recording, group supervisory sessions, and direct supervision. The Internship student will be expected to demonstrate a commitment to implementing and expanding the following skills:

- Establishing and maintaining a client caseload with appropriate documentation
- Demonstrating and applying effective counseling skills
- Establishing and maintaining effective working relationships with staff, supervisors, and colleagues
- Advocating for all clients and the profession
- Demonstrating willingness to learn with appropriate follow through on feedback
- Developing specialized skills relevant to the requirements of the host site
- Exploring, understanding, and using community resources for referrals
- Demonstrating sensitivity to diversity while using strategies that are effective for client change
- Demonstrating personal traits conducive to effective counseling, learning, and professional development
- Reflecting on self in session to increase counseling effectiveness
- Practicing with continued awareness of ethical standards within a decision-making paradigm
- Demonstrating enthusiasm for and a commitment to the counseling profession
- Demonstrating willingness to meet professional obligations

Pre-Requirements

Prior to enrolling in the Counseling Internship the student will be eligible for Masters Candidacy and is expected to have **completed** the following Boise State University graduate level courses or equivalent:

<u>FALL: YEAR 1</u> (9 Credits)
COUN 502 Counseling Theories
COUN 506 Lifespan Development
COUN 533 Introduction to School Counseling or COUN 545 Foundations of Chemical Dependency
<u>SPRING: YEAR 1</u> (9 credits)
COUN 505 Counseling Skills
COUN 509 Culturally Aware Counseling
COUN 550 Diagnosis, Assessment, Tx Planning
<u>SUMMER: YEAR 1</u> (5 credits)
COUN 501 Foundations
COUN 541 Addiction and the Family System or COUN 535 Classroom Mgt and Counseling Students with Exceptional Needs
<u>FALL: YEAR 2</u> (8 credits)
COUN 513 Group Counseling
COUN 514 Counseling Practicum I (50 clinical hrs)
COUN 530 Suicide Prevention and Crisis Intervention
COUN 549 Motivational Interviewing
<u>SPRING: YEAR 2</u> (8 credits)
COUN 512 Research and Program Evaluation
COUN 516 Counseling Practicum II (50 clinical hrs)
COUN 534 Counseling Children and Adolescents or COUN 548 Addiction and Behavioral Health Assessment and Intervention
<u>SUMMER: YEAR 2</u> (4 credits)
COUN 504 Assessment and Testing
COUN 551 Psychopharmacology

Students with grades of Incomplete in the above courses may not be allowed to enroll in Internship. No student with an Incomplete in Practicum will be allowed to enroll in Internship.

In-Course Requirements

The student must be prepared to commit to a minimum of 350 clock hours each semester (a total of 700 clock hours for the year) to the Internship (approximately 4.75 hours per day or 24 hours per week over 15 week period):

<ul style="list-style-type: none"> • A minimum of 140 hours of Direct Service with clients 140 hours <ul style="list-style-type: none"> ○ minimum 40% of total hours with direct one-to-one, group, couples, or families work ○ Must include experience leading groups ○ Recorded sessions not required if site does not allow • A minimum of one (1) hour of individual on-site supervision per week* 18 hours • A minimum of one and one-half (1 ½) hours of group supervision per week 24 hours <ul style="list-style-type: none"> ○ accomplished in three-hour blocks eight times across the semester • Additional hours spent in peer or supervisor observation; case study preparation 168 hours** <ul style="list-style-type: none"> ○ Evaluation, and presentations; analysis of recorded sessions; staff meetings ○ Other activities approved in advance by Site Supervisor 	<hr/> Minimum 350 hours***
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* One (1) hour individual on-site supervision for every 20 internship hours

** Hours variable depending on Direct Service hours performed

*** 350 hours must be in a school setting for Pupil Personnel Certificate

Internship Hours Across More Than One Site

Students completing internship hours at more than one site must ensure that the requirements of 40 direct hours to 60 indirect hours and the 20:1 supervision ratio are met at each site.

Site Supervisor Qualifications

Internship site supervisors must hold the license of LPC, LCPC, LMFT, LCSW, AND be Registered Supervisors with the Board of Occupational Licenses. Site supervisors can also be a Licensed Psychologist or Psychiatrist in the state of Idaho who do not need to be registered supervisors with IBOL. Site supervisors must also be on site while the intern is on site

Dress Code

We require you to dress professionally when at your internship site and to follow all site-specific dress codes. Professional attire is “business casual” clothing and an overall neat and well-groomed appearance. If you have any questions about what professional attire is, please do not hesitate to ask program faculty. While we want you to feel comfortable, we expect professionalism and professional attire while at your internship site. Remember you represent yourself, the Department, the University, and your site.

Insurance

Each Counseling Internship student is required to have professional liability insurance. Students who are currently members of American Counseling Association (ACA) or American School Counselor Association (ASCA) are protected through their active membership status. Students who are not currently members of ACA are encouraged to join at this time, not only for the opportunity to be insured under its group program but also to participate in a professional organization serving the interests of the counseling profession. A student may secure insurance on his or her own. Each student is responsible for providing proof of insurance and current “Statement of Liability Insurance” form to the Campus Supervisor. This is completed prior to starting internship, and upon any expiration of policy.

Client Records

Internship students who are counseling minors or other clients requiring special considerations due to limited understanding should follow the school district, agency, or health unit policy regarding approval by a parent or legal guardian prior to the initiation of counseling sessions. An additional release form may be required should the client be asked to participate in video or audio recording of a counseling session. Written communication to the Campus Supervisor and Site Supervisor is advised in questionable or unusual situations.

Monitoring Methods

A variety of methods is available and will be employed for monitoring student/client contact, including but not limited to:

- Audio and/or video recording of sessions
- Direct supervision
- Presentation and discussion of case studies

Confidential Material Storage and Transport

Students completing internships at off site locations will be required to bring audio/video tapes to campus for group supervision. In order to safely transport confidential client material, students need to utilize one of the approved taping and transfer procedures outlined below. Recordings should NOT be transferred through the internet (Email, Google Drive, Dropbox, etc.).

- Option 1: Department Video Camera and Lock Box
 - Students are able to make reservations and check out department owned video cameras, SD cards, and lock boxes via the Department Resource Calendar. Upon utilizing the video camera to record a session, students must return the device to the lock box for safe transport to campus.
- Option 2: Personal/Site Recording Device and Secure Flash Drive
 - Students may utilize a personal or site owned recording device (e.g., laptop, camera). It is recommended this device be password protected. Upon completing the recording, the student needs to transfer the data file immediately to a 16GB Corsair

Flash Padlock Thumb Drive. This is a transport method that utilizes encryption and has an integrated pin pad. The student needs to share the pin pad code with clinical faculty members to access the drive. Upon transferring the session data to the flash drive, the data file needs to be permanently deleted from the recording device.

- Option 3: Personal/Site Recording Device, Personal Flash Drive and Lock Box
 - Students may utilize a personal or site owned recording device (e.g., laptop, camera). It is recommended this device be password protected. If student is unable to utilize a secured flash drive, they may use a standard flash drive in conjunction with a lock box. Following recording, student would transfer the data file to the flash drive, delete the file from the recording device, and store the flash drive in a lock box. The lock box is then safely transported to campus.

It is the responsibility of the student to have a discussion with the site supervisor about recording procedures, and to follow any and all site policies. Questions regarding conflicting policies should be directed to your campus supervisor.

Evaluations

Student Counselor Interns will be formally evaluated by the Site Supervisor at midterm and at the end of the Internship. The student's Campus Supervisor will make one formal on-site visit to the internship site during the semester in addition to regular supervisory activities. Student attendance at group supervision meetings is mandatory. Maintaining client contact information including contact hour logs and client records is the responsibility of the student. These logs must be kept current and ready for review by the Site Supervisor and/or Campus Supervisor at any time during the Internship and will be included in the evaluations. Each Intern will be asked to complete an evaluation of her/his Site Supervisor, Campus Supervisor, and Internship experience at the end of the semester.

Grading

Pass/Fail grades for COUN 526/528 Counseling Internship will be based on the following criteria:

- Audio and/or video recording of sessions
- Attendance
- Evidence of professional responsibility, enthusiasm and demeanor
- Completion of required number of clock hours
- Timely and accurate up-to-date internship experience log
- Formal evaluations by Site Supervisor

A "Pass" grade indicates that in addition to completing all the course requirements, including record keeping, in a timely and professional manner, the Counselor Intern demonstrates strong to excellent counseling skills, consistently exhibits appropriate standards of professional and personal behavior, demonstrates a willingness to learn, is cooperative and resourceful in her/his work environment, and is committed to the counseling profession.

In cases where the Intern has failed to meet the required number of clock hours within the time frame allotted for the Internship experience, a grade of "Incomplete" for one semester may be given

until the student meets the requirement. If applicable, the student may enroll in the next Internship sequence concurrent to eliminating the Incomplete. Failure to eliminate the incomplete within one semester will result in re-evaluation of the student's candidacy in the Counseling Degree Program by her/his Program Advisor and Supervisory Committee, and may result in a grade of "Fail." If exceptional circumstances are proven, an additional advanced internship experience may be allowed/required prior to graduation.

INTERNSHIP: FREQUENTLY ASKED QUESTIONS

1. I am on the school track, but I would like to get some hours outside of the school setting. Can those hours count towards internship?

Our internship hours rules are based on CACREP-standards (www.cacrep.org), Pupil Personnel Certificate Counselor Endorsement rules (<https://www.sde.idaho.gov/cert-psc/cert/apply/pupil-service.html>), and Idaho Licensing Board rules (<https://legislature.search.idaho.gov/search>). The first two governing bodies have specific rules regarding how many hours interns must complete in the student's specific program areas (in your case, school).

CACREP -- requires 600 total clock hours in program area (40% or 240 hours must be direct)

Pupil Personnel -- requires 700 clock hours (75% or 525 hours must be in a K-12 setting)

Hours outside of those requirements can count towards internship and/or licensure. You also need to keep in mind the agreement you made with the site. If you think you will pull back on hours or stop your internship earlier than planned, make sure to have those discussions with your site supervisors and make appropriate plans for termination and transfer (when relevant) with students/clients. You can talk more about this process in your internship group supervision.

2. What if I miss an internship class?

Internship class is technically group supervision hours for internship. Thus, if you miss class, you MUST attend another section of internship to make up the hours. E-mail the other internship instructor to ask about attending one of her classes. Notify internship instructor when you attend the other section.

3. Can I count internship hours over Thanksgiving and Spring Break?

Because your internship site supervisor is the primary supervisor and Thanksgiving and Spring Break occur during the academic semester, you can work during those breaks as part of internship hours. This is only the case if your primary site supervisor is on site during this time. In practicum, we do not allow this because the primary supervisor is a faculty member, and we are not "in" during Thanksgiving and Spring Break.

4. Can I count internship hours over Winter Break?

You can only obtain internship hours during the academic semesters (fall and spring) and not during winter break. If your supervisor is available to supervise you during winter break, you can count those hours toward your 1000 hours for LPC licensure, but not toward internship hours. So, you would need 700 hours total for internship, 600 in your cognate setting. You could pick up part of the additional 200 hours you need for licensure (assuming you got 100 in Practicum and 700 for Internship) during winter break. Your

internship supervisor would sign off on all of your licensure hours (excluding practicum), but we would only count the ones completed during the semester, not during winter break, for internship.

- 5. Is it alright to have a placement where the person supervising me is not a registered supervisor, but there is a registered supervisor on staff signing off on my logs? Do my supervisor's credentials matter if there is a registered supervisor on staff who can sign my logs?**

The individual that is supervising you is the one who signs off on your hours. It is **not** OK for an on-site registered supervisor to sign off on your hours if you are being supervised by a non-registered supervisor. A registered supervisor needs to supervise you for the 1:20 ratio which comes out to be about once a week depending upon how many hours you are getting at the site.

- 6. What if I get more than 20 direct hours in one week?**

You must get 1-hour of individual/triatic supervision for every 20 direct hours. You may need to add supervision time if you are getting a lot of direct hours. This requirement is **per site**.

- 7. When does my Internship Agreement Form need to be turned in?**

Your internship contract needs to be completed and signed prior to starting internship. It's important to remember that you cannot begin counting hours until it your Internship Agreement Form has been completed with all signatures.

- 8. If I remain at the same site throughout the academic year (Fall and Spring semesters), do I need a new internship agreement for the Spring semester?**

Yes! The contract is for *one* semester and you will need a new one prior to the second semester even if it is the same site.

- 9. If I have one primary site where I will be working 20 hours per week, and a secondary site where I will only be getting a few hours per week, how many internship agreements do I need?**

You will need one agreement per site. So, in this case, you will need two internship agreements.



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ACKNOWLEDGMENT OF SUPERVISION REQUIREMENT

According to the Idaho Licensing Board of Professional Counselors and Marriage and Family Therapists Qualifications for Professional Counselor Licensure (Rule 150), counselors-in-training must obtain 1000 supervised hours. Supervision must be provided by one of the following individuals:

- Counselor education faculty member at an accredited college or university
- Professional Counselor, registered with the Board as a supervisor
- Clinical Professional Counselor, registered with the Board as a supervisor
- Marriage and Family Therapist, registered with the Board as a supervisor
- Clinical Social Worker registered as a supervisor with the Board of Social Work
- Licensed Psychologist, licensed by the state of Idaho
- Licensed Psychiatrist, licensed by the state of Idaho

If you choose to receive supervision by someone who does not fit the qualifications above, your hours will not count towards licensure in Idaho. By signing below, you acknowledge that you are aware this rule.

Student's Name: _____
Please print legibly

Student's Signature: _____ Date: _____



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STATEMENT OF LIABILITY INSURANCE – INTERNSHIP

I am aware that, as an Internship student in the Master of Arts in Counseling Program at Boise State University, I am responsible for maintaining liability insurance throughout my Internship experience. In order to meet this requirement, I have insurance through:

(Name of organization) and I have attached proof of insurance to this form*.

Date _____

Signed _____
Printed name

Signature

***Attached proof of insurance policy must include all of the following:**

- Your full name as listed on the policy
- Your Member/Policy ID number
- Coverage Specifications
- Limits of Liability
- Expiration Date

Received by:

Campus Supervisor

Date received



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COUNSELING INTERNSHIP AGREEMENT

This agreement is entered into by and between, **Boise State University**, College of Education, Department of Counselor Education, 1910 University Drive, Boise, Idaho 83725-1721, (208) 426-1219,

Agency or School: _____

Street Address: _____

City: _____ State: ____ Zip: _____

Phone: _____

And

Counselor Intern Name: _____ Student Number: _____

Street Address: _____

City: _____ State: ____ Zip: _____

Phone (Cell/Home): _____ Phone (Work): _____

For the purpose of providing an internship experience in counseling for the above -named intern, in concurrence with the three credit Boise State University Course:

____ Internship I (COUN 526) or ____ Internship II (COUN 528)

The term of this agreement is from:

Start Date: _____ End Date: _____

Start and end dates listed on this form must remain within single-semester start and end dates

Under this Agreement, the intern shall complete a minimum of ____ contact hours. Intern must have the opportunity to gain direct service hours to reach the minimum of 140 direct contact hours across all sites.

It is Mutually Agreed...

A. That the above named agency or school will provide the following services and supervision from a Master's degree or above experienced counselor:

- Orientation to the agency or school and definition **in writing** of specific intern duties.
- **Weekly** review of the intern's performance via a **minimum of a one-hour individual meeting** with the intern and review of the intern's weekly internship log (Supervisor signature indicates agreement with log entries) resulting in a supervision/intern hourly ratio of 1:20 minimum.
- Supervision of the intern to be done in accordance with the guidelines established by the agency or school or as determined by regular personnel, keeping in mind the Association of Counselor Education and Supervision guidelines for supervisors.
- Supervision to be performed by:

Name: _____

Degree/Year: _____ Major Field of Study: _____

Degree/Year: _____ Major Field of Study: _____

Current Licensure/Certifications: _____

IBOL Registered Supervisor Yes No

Do you have a minimum of two years post-masters experience in counseling?

Yes No

Relevant Work Experience:

Supervisor email address: _____

Supervisor phone number: _____

B. That the Counselor Intern will:

- Work primarily with the following clients (list specific groups such as school grade level(s), age-range(s) of client, presenting concerns, etc.):

- Be at the agreed upon location(s) on the following days at the following times (be specific):

- Follow through with the assigned **specific** duties and responsibilities (as identified below) according to agency or school policy, in an ethical and professional manner.

- Attend regularly scheduled group supervision meetings.
- Keep a current log of internship hours, including weekly summaries which will be reviewed and signed by the Site Supervisor and available on demand to Site and Campus Supervisors.

C. That Boise State University, through its Counselor Education Department, will:

- Advise the student/intern as to program requirements involved in the internship;
- Provide regular group supervision meetings to discuss common problems and experiences as well as to assist the student/intern in case study presentation and other areas of concern;
- Maintain periodic contact with the Site Supervisor to discuss the student/intern's progress, including no less than one on-site visit by the intern's Campus Supervisor; and
- Maintain appropriate records for registration and grading.

It is the expectation of the counselor intern, school/agency, and Boise State University that the above terms be met for the duration of the counselor internship. Should it become apparent that the terms are not being met by any of the parties, it is imperative that all three parties discuss their concerns and arrive at solutions within a reasonable time-frame and at the earliest possible date. Any revisions of the elements listed in this contract must receive the full approval of all involved parties before the student is permitted to begin/continue counting hours

The Following Signatures Verify Agreement To The Above Stated Conditions:

This section to be completed by the Counselor Intern	Counselor Name (Print)	Signature	Date
	Title: <u>Boise State Master of Arts in Counseling Student / Counselor Intern</u>		

This section to be completed by the Site Supervisor	Supervisor Name (Print)	Signature	Date
	Title: _____		

This section to be completed by the Site Authority Representative	Supervisor Name (Print)	Signature	Date
	Title: _____ (Example: Principal / Agency Director)		

All fields above this line must be completed before submitting for the following university signatures

This section to be completed by Boise State the Campus Supervisor	Supervisor Name (Print)	Signature	Date
	Title: _____		

This section to be completed by the Boise State College of Education Dean's office	Keith Thiede	Signature	Date
	Supervisor Name (Print)	Title: <u>Keith Thiede, Associate Dean of the College of Education</u>	

This agreement must be fully approved and signed before the counselor intern may begin counting hours. Hours worked outside the Start/End date listed on page one, or that occur before the final signature date on this page are not to be counted on the summary log for the semester.

The student will receive a digital copy of the completed form and should keep a copy for their personal files, as well as distribute to their site supervisor. The original document will remain with the department in the student's permanent file.



BOISE STATE UNIVERSITY
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RELEASE OF INFORMATION/PERMISSION TO CONSULT

Print or type the information below – Non-legible forms will be returned to student.

I, (Client Name) _____, hereby give my permission
for my Counselor Intern, _____, to share information regarding
information regarding my counseling with (Site Supervisor) _____
of (School/Agency Name) _____

And (Campus Supervisor) _____ of Boise State University for the
purpose of individual and group supervision and evaluation of the above named Counselor
Intern.

I realize that this Release applies only to the above individual/organization and that any additional
release of information to a different individual/organization must be authorized by me on a
separate release. I realize that the above named Counselor Intern has report requirements in
situations where a danger to myself or others is believed to exist.

The Following Signatures Verify Agreement To The Above Stated Conditions:

Counselor Date

Client Date

Parent/Guardian (if required) Date

Witness Date

Unless otherwise specified, this release expires upon the Counselor Intern’s graduation or departure
from the Boise State University Counselor Education Program.



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PERMISSION TO RECORD/OBSERVE

I, (Client Name) _____, hereby give my permission for the use of audio/visual recording devices, as well as observation through digital systems, a one-way mirror, or in the same room during my counseling sessions with the counseling intern, _____ at (school/agency name and address):
(Counselor Name) _____

I understand any information obtained during counseling sessions through these means will be used solely for the purpose of supervision and that otherwise this information will be kept strictly confidential as allowed by law.

This authorization will expire on (date) _____ or when I terminate my counseling with the above named counselor. I also understand that any taped material will be summarily erased upon the counselor intern's graduation from or departure from the Boise State University Counselor Education Program.

The Following Signatures Verify Agreement To The Above Stated Conditions:

Counselor

Date

Client

Date

Parent/Guardian (if required)

Date

INTERNSHIP: WEEKLY LOGS AND SUMMARY LOGS

The Internship Weekly Log(s) and Site Summary Log are available in digital format through the Internship Instructor or the Internship Coordinator. The form is designed to calculate your total hours into the appropriate fields of the Site Summary Log. At the end of the semester, total hours across all sites will be entered into the Internship Semester Summary Log.

Sample of Weekly Hours Log (By Site)



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Date	Monday 27-Feb	Tuesday 28-Feb	Wednesday 1-Mar	Thursday 2-Mar	Friday 3-Mar	Saturday 4-Mar	Sunday 5-Mar	Weekly Total
One-to-One Counseling*		4	4.5					8.5
Group Counseling*	1.5							1.5
Psychoeducational Activity*								0
Record Keeping								0
Consultation								0
Individual Supervision [1-20]	1	1						2
Group Supervision [24]								0
Observation								0
Staff Meetings								0
Other (Specify)	1	2						3
Daily Totals	7.5	7.5	0	0	0	0	0	15

Student Name: Example Student Site Name: Example Site

Site Supervisor Name: Example Supervisor Semester: Spring Year: 2017
(Fall OR Spring)

Site Supervisor Signature: _____ Date: _____ Course: 528
(528 OR 528)

BELOW WILL CALCULATE AUTOMATICALLY!

Total Hours	15
Direct Hours	10
Weekly Indirect Hours	5
Supervision Needed	0.75
Supervision Received	2
Excess Hours (must be 40% or more)	6.75

Sample of Summary Log (By Site)



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Week	Dates	One-to-One Counseling*	Group Counseling*	Psychoeducational Activity*	Record Keeping	Consultation	Individual Supervision [1-20]	Group Supervision [24]	Observation	Other (Specify)	Weekly Totals
1		0	0	0	0	0	0	0	0	0	0
2		3	0	0	1.25	0	1	0	0	0	4.25
3		11.5	0	0	0	0	1	3	0	0	15.5
4		3	0.5	2	0	1	1	1	0	0	8.5
5		4	0	0	0	1	1	0	0	0	6.5
6		7.5	0	0	2	1	1	4	0	0	15.5
7		0	0	0	0	0	0	0	0	0	0
8		8.5	1.5	0	0	0	0	0	0	0	10
9		0	0	0	0	0	0	0	0	0	0
10		0	0	0	0	0	0	0	0	0	0
11		0	0	0	0	0	0	0	0	0	0
12		0	0	0	0	0	0	0	0	0	0
13		0	0	0	0	0	0	0	0	0	0
14		0	0	0	0	0	0	0	0	0	0
15		0	0	0	0	0	0	0	0	0	0
16		0	0	0	0	0	0	0	0	0	0

Student Name: Example Student Site Name: Example Site

Site Supervisor Name: Example Supervisor Semester: Spring Year: 2017
(Fall OR Spring)

Site Supervisor Signature: _____ Date: _____ Course: 528
(528 OR 528)

ABOVE WILL CALCULATE AUTOMATICALLY!

Total Hours	85.5
Total Direct Hours	43.5
Total Indirect Hours	40
Direct Hour Percentage	0.50890864
Supervision Needed	4.175
Supervision Received	2

Sample of Internship Semester Summary Log (Include All Sites for Semester)



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Department of Counselor Education

Internship Semester Summary Log

Student Intern: Example Student Semester: Spring Year: 2017
 COUN 526 - Internship I X COUN 528 - Internship II Total site count for semester 2

- 1. Site Name:** Example Site 1

Site Supervisor Name: Example Supervisor

Total Site Hours: 207

Direct Hours: 88.25 Direct %: 42.63

Site Visit Conducted: Yes Site Visit Date: 3/3/17
(Yes/No)

Site Visit Conducted by (name): Dr. Example
- 2. Site Name:** Example Site 2

Site Supervisor Name: Example Supervisor

Total Site Hours: 185

Direct Hours: 103.25 Direct %: 55.81

Site Visit Conducted: Yes Site Visit Date: 3/5/17
(Yes/No)

Site Visit Conducted by (name): Dr. Example
- 3. Site Name:** _____

Site Supervisor Name: _____

Total Site Hours: _____

Direct Hours: _____ Direct %: _____

Site Visit Conducted: _____ Site Visit Date: _____
(Yes/No)

Site Visit Conducted by (name): _____

Total Hours for Semester: 392 **Total Direct Hours for Semester:** 191.5

Campus Supervisor Name: _____

Campus Supervisor Signature:  Date: 4/29/17



INTERNSHIP SEMESTER SUMMARY LOG

Student Intern: _____ **Semester:** _____ **Year:** _____
 _____ COUN 526 – Internship I _____ COUN 528 - Internship II Total site count for semester _____

1. Site Name: _____
 Site Supervisor Name: _____
 Total Site Hours: _____
 Direct Hours: _____ Direct %: _____
 Site Visit Conducted: _____ Site Visit Date: _____
 (Yes/No)
 Site Visit Conducted by (name): _____

2. Site Name: _____
 Site Supervisor Name: _____
 Total Site Hours: _____
 Direct Hours: _____ Direct %: _____
 Site Visit Conducted: _____ Site Visit Date: _____
 (Yes/No)
 Site Visit Conducted by (name): _____

3. Site Name: _____
 Site Supervisor Name: _____
 Total Site Hours: _____
 Direct Hours: _____ Direct %: _____
 Site Visit Conducted: _____ Site Visit Date: _____
 (Yes/No)
 Site Visit Conducted by (name): _____

Total Hours for Semester: _____ **Total Direct Hours for Semester:** _____

Campus Supervisor Name: _____

Campus Supervisor Signature: _____ Date: _____

INTERNSHIP FORMATIVE/MIDTERM EVALUATION

Counseling Intern: _____ **Date:** _____

Internship Site: _____

Site Supervisor: _____

Please evaluate the Counselor Intern's skills based on the following criteria. For each item, rate the skills or performance based on a five-point scale: 1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, and 5 = Excellent. If the particular skill was not observed or required, check NA. **Comments are requested throughout this evaluation.** Thank you.

A. Process and Skills:

1.	Opens counseling session effectively	1	2	3	4	5	NA
2.	Demonstrates professional confidentiality	1	2	3	4	5	NA
3.	Maintains a helpful counseling relationship	1	2	3	4	5	NA
4.	Maintains expected on-site documentation	1	2	3	4	5	NA
5.	Refrains from being judgmental	1	2	3	4	5	NA
6.	Exhibits individual counseling skills	1	2	3	4	5	NA
7.	Exhibits group facilitation skills	1	2	3	4	5	NA
8.	Exhibits effective listening skills	1	2	3	4	5	NA
9.	Uses open-ended questions/responses	1	2	3	4	5	NA
10.	Uses effective confrontation and probes	1	2	3	4	5	NA
11.	Uses meaningful clarification and prompts	1	2	3	4	5	NA
12.	Demonstrates problem identification skills	1	2	3	4	5	NA
13.	Assists clients through goal setting/problem solving	1	2	3	4	5	NA
14.	Maintains client focus on topic	1	2	3	4	5	NA
15.	Exhibits productive use of silence	1	2	3	4	5	NA
16.	Ends counseling session effectively	1	2	3	4	5	NA
17.	Refers clients in informed manner	1	2	3	4	5	NA

Comments:

18.	Facilitates productive consultation	1	2	3	4	5	NA
19.	Exhibits effective classroom presentation skills	1	2	3	4	5	NA
20.	Demonstrates collegial strategies within school climate	1	2	3	4	5	NA
21.	Applies report criteria in line with policies	1	2	3	4	5	NA

B. Dispositions and Professional Behaviors

1.	Evidences commitment to the profession	1	2	3	4	5	NA
2.	Practices ethical behavior and decision-making	1	2	3	4	5	NA
3.	Maintains client confidentiality	1	2	3	4	5	NA
4.	Demonstrates good working relationship with staff	1	2	3	4	5	NA
5.	Consults with administrator as needed	1	2	3	4	5	NA
6.	Accepts and uses constructive supervision	1	2	3	4	5	NA
7.	Takes initiative to gain new skills and knowledge	1	2	3	4	5	NA
8.	Exhibits reasonable self-confidence	1	2	3	4	5	NA
9.	Is punctual	1	2	3	4	5	NA
10.	Demonstrates effective communication skills	1	2	3	4	5	NA
11.	Promotes respect of all cultures and persons	1	2	3	4	5	NA
12.	Is conscientious	1	2	3	4	5	NA
13.	Demonstrates responsibility with tasks and deadlines	1	2	3	4	5	NA
14.	Exhibits appropriate site dress and demeanor	1	2	3	4	5	NA
15.	Advocates for clients and profession	1	2	3	4	5	NA

Comments:

C. Additional Comments Appreciated

Site Supervisor Signature

Date

Distribution:

- Program Advisor
- Student

INTERNSHIP FINAL EVALUATION

Counseling Intern: _____ **Date:** _____

Internship Site: _____

Site Supervisor: _____

This form is to be completed by the Intern's Site Supervisor prior to termination of the Internship. For each item, rate the skills or performance based on a five-point scale: 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, and 5 = Excellent. If the particular skill was not observed or required, check NA. Open-ended comments on each item are encouraged and appreciated. **Comments are requested throughout this evaluation.** Thank you.

A. Process and Skills:

1.	Demonstrates ability to establish and maintain a productive counseling relationship	1	2	3	4	5	NA
2.	Exhibits expected level of skills	1	2	3	4	5	NA
3.	Demonstrates effective use of techniques and interventions	1	2	3	4	5	NA
4.	Demonstrates ability to identify and explore client concerns	1	2	3	4	5	NA
5.	Demonstrates skills to assist client goal setting/problem solving	1	2	3	4	5	NA
6.	Demonstrates skills to assist client decision-making	1	2	3	4	5	NA
7.	Exhibits flexibility in meeting individual client needs	1	2	3	4	5	NA
8.	Shows appropriate personal risk taking with clients	1	2	3	4	5	NA
9.	Demonstrates ability to productively lead or co-lead a group	1	2	3	4	5	NA
10.	Demonstrates effective classroom presentation skills	1	2	3	4	5	NA
11.	Fosters productive interactions with staff	1	2	3	4	5	NA
12.	Practices ethical decision-making and behaviors	1	2	3	4	5	NA
13.	Creates and maintains adequate client records	1	2	3	4	5	NA
14.	Creates and maintains expected documentation	1	2	3	4	5	NA

Comments:

B. Dispositions

1.	Supportive of the profession	1	2	3	4	5	NA
2.	Responsible	1	2	3	4	5	NA
3.	Self-confident	1	2	3	4	5	NA
4.	Cooperative	1	2	3	4	5	NA
5.	Punctual and consistent attendance	1	2	3	4	5	NA
6.	Communication skills	1	2	3	4	5	NA
7.	Initiative/independent working skills	1	2	3	4	5	NA
8.	Responds effectively to feedback, critiques, and suggestions	1	2	3	4	5	NA
9.	Completes duties and tasks on time	1	2	3	4	5	NA
10.	Ethical	1	2	3	4	5	NA
11.	Sensitive to diversity issues	1	2	3	4	5	NA

*Comments:***C. Professional Behavior**

1.	Develops an effective working relationship with staff	1	2	3	4	5	NA
2.	Maintains client confidentiality	1	2	3	4	5	NA
3.	Demonstrates awareness of legal considerations and policies	1	2	3	4	5	NA
4.	Exhibits knowledge of community resources	1	2	3	4	5	NA
5.	Uses referrals appropriately	1	2	3	4	5	NA
6.	Consults with other professionals regarding concerns	1	2	3	4	5	NA
7.	Abides by institution/agency policies	1	2	3	4	5	NA
8.	Participates in professional activities	1	2	3	4	5	NA
9.	Exhibits consistent and expected documentation	1	2	3	4	5	NA
10.	Promotes ethical decision-making	1	2	3	4	5	NA

Comments:

Comments:

D. Overall Performance	1	2	3	4	5	NA
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E. Major Strengths:

F. Areas Needing Improvement:

G. Additional Comments/Concerns:

H. Pass/Fail Recommendation:

Site Supervisor Signature

Date

- Distribution:**
- Program Advisor
 - Student

SCHOOL COGNATE STANDARDS: FINAL EVALUATION OF INTERNSHIP STUDENT SKILLS

Student Intern: _____ **Semester:** _____ **Year:** _____

Clinical Supervisor: _____ **Internship Site:** _____

_____ COUN 526 – Internship I _____ COUN 528 - Internship II

Please evaluate the Counselor Intern’s skills based on the following criteria. For each item, rate the skills or performance based on a three-point scale: 1 = Does not meet expectations, 2 = Meets expectations, 3 = Exceeds expectations. Thank you.

Skill		1	2	3	Score
B.1	Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.	Does not demonstrate the ability to apply and adhere to ethical and legal standards in school counseling.	Adequately demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.	Advanced ability to apply and adhere to ethical and legal standards in school counseling.	1 2 3
D.1	Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.	Does not demonstrate self-awareness, sensitivity to others, and skills needed to relate to diverse individuals, groups, and classrooms.	Demonstrates adequate self-awareness, sensitivity to others, and skills needed to related to diverse individuals, groups, and classrooms.	Demonstrates advanced self-awareness, sensitivity to others, and skills needed to relate to diverse individuals, groups, and classrooms.	1 2 3
D.2.	Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	Does not adequately provide individual and group counseling and classroom guidance.	Adequately provides individual and group counseling and classroom guidance.	Demonstrates advanced skills in providing individual and group counseling and classroom guidance.	1 2 3

D.3	Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, (f) factors of resiliency on student learning and development.	Does not demonstrate the ability to design and implement prevention and intervention plans.	Adequately designs and implements prevention and intervention plans.	Demonstrates advanced skill in designing and implementing prevention and intervention plans.	1 2 3
D.5.	Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	Does not demonstrate the ability to recognize limitations as a school counselor and seek supervision or refer clients when appropriate.	Demonstrates adequate ability to recognize limitations as a school counselor and seek supervision or refer clients when appropriate.	Demonstrates advanced skills in recognizing limitations as a school counselor and seeks supervision or refers clients when appropriate.	1 2 3
F.1.	Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	Does not demonstrate multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	Demonstrates adequate multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	Demonstrates advanced multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	1 2 3
F.2.	Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.	Does not advocate for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.	Adequately advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.	Consistently advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.	1 2 3

F.3.	Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.	Does not advocate for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.	Adequately advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.	Consistently advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.	1 2 3
F.4.	Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.	Does not engage parents, guardians, and families to promote the academic, career, and personal/social development of students.	Adequately engages parents, guardians, and families to promote the academic, career, and personal/social development of students.	Consistently engages parents, guardians, and families to promote the academic, career, and personal/social development of students.	1 2 3
H.1.	Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	Does not assess and interpret student strengths and needs, nor recognize uniqueness in cultures, languages, values, backgrounds, and abilities.	Adequately assesses and interprets students' strengths and needs, and adequately recognizes uniqueness in cultures, languages, values, backgrounds, and abilities.	Advanced assessment and interpretation of student strengths and needs, and advanced skill in recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	1 2 3
H.2.	Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	Inadequate selection of appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	Adequate selection of appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	Advanced selection of appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	1 2 3

H.3.	Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.	Does not adequately analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.	Adequately analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.	Advanced skill in analyzing assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.	1 2 3
H.4.	Makes appropriate referrals to school and/or community resources.	Does not make appropriate referrals to school and/or community resources.	Makes appropriate referrals to school and/or community resources.	Consistently makes referrals to school and/or community resources with intention and care.	1 2 3
H.5.	Assesses barriers that impede students' academic, career, and personal/social development.	Does not assess barriers that impede students' academic, career, and personal/social development.	Adequately assesses barriers that impede students' academic, career, and personal/social development.	Advanced assessment of barriers that impede students' academic, career, and personal/social development.	1 2 3
L.1.	Conducts programs designed to enhance student academic development.	Does not conduct programs designed to enhance student academic development.	Adequately conducts programs designed to enhance student academic development.	Advanced skill in conducting programs designed to enhance student academic development.	1 2 3
L.2.	Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.	Does not implement strategies and activities to prepare students for a full range of postsecondary options and opportunities.	Adequately implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.	Advanced implementation of strategies and activities to prepare students for a full range of postsecondary options and opportunities.	1 2 3

L.3.	Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	Does not implement differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	Adequate implementation of differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	Advanced implementation of differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	1 2 3
N.1.	Works with parents, guardians, and families to act on behalf of children to address problems that affect student success in school.	Does not work with parents, guardians, and families to act on behalf of children to address problems that affect student success in school.	Adequate skill in working with parents, guardians, and families to act on behalf of children to address problems that affect student success in school.	Advanced skills in working with parents, guardians, and families to act on behalf of children to address problems that affect student success in school.	1 2 3
N.2.	Locates resources in the community that can be used in the school to improve student achievement and success.	Unable to locate resources in the community that can be used in the school to improve student achievement and success.	Adequate ability to locate resources in the community that can be used in the school to improve student achievement and success.	Advanced ability to locate resources in the community that can be used in the school to improve student achievement and success.	1 2 3
N.3.	Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	Does not consult with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	Provides adequate consultation with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	Advanced consultation skills used with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	1 2 3
N.4.	Uses peer helping strategies in school counseling program	Does not use peer helping strategies in school counseling program.	Adequately uses peer helping strategies in school counseling program.	Advanced use of peer helping strategies in school counseling program.	1 2 3

N.5.	Uses referral procedures with helping agents in the community (e.g. mental health centers, businesses, services groups) to secure assistance for students and their families.	Does not use referral procedures with helping agents in the community to secure assistance for students and their families.	Adequate use of referral procedures with helping agents in the community to secure assistance for students and their families.	Advanced use of referral procedures with helping agents in the community to secure assistance for students and their families.	1 2 3
P.1.	Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	Does not participate in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	Adequately participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	Advanced participation in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	1 2 3
P.2.	Plans and presents school counseling-related educational programs for use with parents and teachers (e.g. parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).	Does not plan and present school counseling-related educational programs for use with parents and teachers.	Adequately plans and presents school counseling-related educational programs for use with parents and teachers.	Advanced ability to plan and present school counseling-related educational programs for use with parents and teachers.	1 2 3

ADDICTION COGNATE STANDARDS: FINAL EVALUATION OF INTERNSHIP STUDENT SKILLS

Student Intern: _____ **Semester:** _____ **Year:** _____

Clinical Supervisor: _____ **Internship Site:** _____

_____ COUN 526 – Internship I _____ COUN 528 - Internship II

Please evaluate the Counselor Intern’s skills based on the following criteria. For each item, rate the skills or performance based on a three-point scale. Thank you.

Skill		1	2	3	Score
(B.1)	Applies knowledge of substance abuse policy, financing, and regulatory processes to improve service delivery opportunities in addictions counseling	Inadequate application of knowledge of substance abuse policy, financing, and regulatory processes used to improve service delivery opportunities in addictions counseling.	Adequate application of knowledge of substance abuse policy, financing, and regulatory processes used to improve service delivery opportunities in addictions counseling.	Sophisticated application of knowledge of substance abuse policy, financing, and regulatory processes used to improve service delivery opportunities in addictions counseling.	1 2 3
(D.1)	Uses principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling	Inadequate use of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling.	Adequate use of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling.	Advanced and integrated use diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling.	1 2 3

(D.2)	Individualizes helping strategies and treatment modalities to each client's stage of dependence, change, or recovery	Does not adequately Individualize helping strategies and treatment modalities to each client's stage of dependence, change, or recovery.	Adequately individualization of helping strategies and treatment modalities to each client's stage of dependence, change, or recovery.	Advanced individualization helping strategies and treatment modalities to each client's stage of dependence, change, or recovery, demonstrating an understanding that client's may be in a different stage of change for addiction and other co-occurring disorders.	1 2 3
(D.3)	Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders	Does not adequately provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders.	Adequately provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.	Provides advanced counseling strategies when working with clients with addiction and co-occurring disorders, understanding the importance of integrated treatment for this population.	1 2 3
(D.5)	Demonstrates the ability to provide counseling and education about addictive disorders to families and others who are affected by clients with addictions	Does not adequately demonstrate the ability to provide counseling and education about addictive disorders to families and others who are affected by clients with addictions.	Adequately demonstrates the ability to provide counseling and education about addictive disorders to families and others who are affected by clients with addictions.	Demonstrates the ability to provide comprehensive counseling and integrated education about addictive disorders to families and others who are affected by clients with addictions and co-occurring disorders.	1 2 3

(D.6)	Demonstrates the ability to provide referral to self-help and other support groups when appropriate	Does not demonstrate the ability to provide referral to self-help and other support groups when appropriate.	Demonstrates the ability to provide referral to self-help and other support groups when appropriate.	Demonstrates the ability to provide referral to self-help and other support groups when appropriate, encouraging the client to attend and discussing the attendance as part of therapy, thereby integrating the self-help group and therapy.	1 2 3
(D.7)	Demonstrates the ability to provide culturally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process	Does not demonstrate the ability to provide culturally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process.	Adequately demonstrates the ability to provide culturally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process.	Demonstrates the ability to provide comprehensive culturally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process, taking into account cultural factors related to etiology, maintenance, and recovery.	1 2 3
(D.8)	Applies current record-keeping standards related to addiction counseling	Does not apply current record-keeping standards related to addiction counseling.	Applies adequate current record-keeping standards related to addiction counseling.	Applies current record-keeping standards related to addiction counseling, with detailed and comprehensive record keeping activities.	1 2 3

(D.9)	Demonstrates the ability to recognize his or her own limitations as an addiction counselor and to seek supervision or refer clients when appropriate	Does not demonstrate the ability to recognize his or her own limitations as an addiction counselor and to seek supervision or refer clients when appropriate.	Adequately demonstrates the ability to recognize his or her own limitations as an addiction counselor and to seek supervision or refer clients when appropriate.	Demonstrates a sophisticated ability to recognize and understand his or her own limitations as an addiction counselor, to seek supervision, or refer clients when appropriate.	1 2 3
(F.1)	Maintains information regarding community resources to make appropriate referrals for clients with addictions.	Does not maintain information regarding community resources to make appropriate referrals for clients with addictions.	Maintains adequate information regarding community resources to make appropriate referrals for clients with addictions.	Maintains detailed and comprehensive information regarding community resources to make appropriate referrals for clients with addictions.	1 2 3
(F.3)	Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations of addiction clients	Does not demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations of addiction clients.	Demonstrates adequate ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations of addiction clients.	Demonstrates an advanced ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations of addiction clients.	1 2 3

(H.1)	Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols	Inadequate selection of assessment interventions to assist in diagnosis and treatment planning.	Adequate selection of appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.	Advanced selection of appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.	1 2 3
(H.2)	Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and case management	Does not demonstrate adequate skills in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and case management.	Demonstrates adequate skills in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and case management.	Demonstrates advanced skills in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and case management.	1 2 3
(H.3)	Screens for psychoactive substance toxicity, intoxication, and withdrawal symptoms; aggression or danger to others; potential for self-inflicted harm or suicide; and co-occurring mental and/or addictive disorders	Does not screen for psychoactive substance toxicity, intoxication, and withdrawal symptoms; aggression or danger to others; potential for self-inflicted harm or suicide; and co-occurring mental and/or addictive disorders.	Adequately screens for psychoactive substance toxicity, intoxication, and withdrawal symptoms; aggression or danger to others; potential for self-inflicted harm or suicide; and co-occurring mental and/or addictive disorders.	Consistently screens for psychoactive substance toxicity, intoxication, and withdrawal symptoms; aggression or danger to others; potential for self-inflicted harm or suicide; and co-occurring mental and/or addictive disorders.	1 2 3

(H.4)	Helps clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse	Does not adequately help clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse.	Adequately helps clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse.	Use of advanced skills to help clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, such as eliciting motivational statements from client.	1 2 3
(H.5)	Applies assessment of clients' addictive disorders to the stages of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria in the continuum of care	Does not adequately apply assessment of clients' addictive disorders to the stages of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria in the continuum of care.	Adequately applies assessment of clients' addictive disorders to the stages of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria in the continuum of care.	Applies systematic assessment procedures (e.g. ASAM criteria) of clients' addictive disorders to the stages of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria in the continuum of care.	1 2 3
(L.1)	Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with addictive disorders and mental and emotional impairments	Does not adequately demonstrate appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with addictive disorders and mental and emotional impairments.	Adequately demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with addictive disorders and mental and emotional impairments.	Demonstrates advanced use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with addictive disorders and mental and emotional impairments.	1 2 3

(L.2)	Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by clients and communicate the differential diagnosis with collaborating professionals	Is not able to conceptualize an accurate multi-axial diagnosis of disorders presented by clients or communicate the differential diagnosis with collaborating professionals.	Is able to adequately conceptualize an accurate multi-axial diagnosis of disorders presented by clients and communicate the differential diagnosis with collaborating professionals.	Is able to provide a comprehensive case conceptualization and an accurate multi-axial diagnosis of disorders presented by clients and communicate the differential diagnosis with collaborating professionals.	<p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p>
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COUNSELING INTERNSHIP: EVALUATION OF GROUP SUPERVISION

Internship Group Supervisor: _____

Semester: _____

Year: _____

_____ COUN 526 – Internship I

_____ COUN 528 - Internship II

For each of the following items, circle the number that best describes your experience with your Internship Group Supervisor. Use a five-point scale where **1 = strongly disagree** and **5 = strongly agree**.

1.	The supervisor provides useful feedback regarding my skills and interventions	1	2	3	4	5	NA
2.	The supervisor provides helpful suggestions and information related to client treatment	1	2	3	4	5	NA
3.	The supervisor facilitates constructive exploration of ideas and techniques for working with clients	1	2	3	4	5	NA
4.	The supervisor provides helpful information regarding case conceptualization and diagnosis	1	2	3	4	5	NA
5.	The supervisor helps me to comprehend and formulate clients' central issues	1	2	3	4	5	NA
6.	The supervisor helps me to understand the thoughts, feelings, and behaviors of my clients	1	2	3	4	5	NA
7.	The supervisor encourages trainee self-exploration appropriately	1	2	3	4	5	NA
8.	The supervisor enables me to express opinions, questions, and concerns about my counseling	1	2	3	4	5	NA
9.	The supervisor created a safe environment for group supervision	1	2	3	4	5	NA
10.	The supervisor is attentive to group dynamics	1	2	3	4	5	NA
11.	The supervisor effectively sets limits and established norms and boundaries for the group	1	2	3	4	5	NA
12.	The supervisor provides helpful leadership for the group	1	2	3	4	5	NA
13.	The supervisor encourages supervisees to provide each other feedback	1	2	3	4	5	NA
14.	The supervisor redirects the discussion when appropriate	1	2	3	4	5	NA
15.	The supervisor manages time well among the group members	1	2	3	4	5	NA
16.	The supervisor provides enough structure in the group supervision	1	2	3	4	5	NA

Comments:

COUNSELING INTERNSHIP: EVALUATION OF SITE SUPERVISION

Student Intern: _____ **Semester:** _____ **Year:** _____

Site Supervisor: _____ **Internship Site:** _____

_____ COUN 526 – Internship I _____ COUN 528 - Internship II

For each item, rate your Supervisor’s skills on a five-point scale:

1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = excellent. If the particular skill was not observed or required, check **NA**.

Open-ended comments on each item are encouraged and appreciated.

A. Supervision Skills

1.	Demonstrates knowledge of various counseling theories, techniques, and interventions	1	2	3	4	5	NA
2.	Performs supervisory functions as teacher, counselor, or consultant as appropriate	1	2	3	4	5	NA
3.	Encourages Supervisee to explore alternatives when responding to clients	1	2	3	4	5	NA
4.	Establishes and maintains good rapport with Supervisee	1	2	3	4	5	NA
5.	Appropriately challenges and supports Supervisee’s professional development	1	2	3	4	5	NA
6.	Provides clear and useful suggestions	1	2	3	4	5	NA
7.	Is sensitive to individual differences	1	2	3	4	5	NA
8.	Demonstrates flexibility in the supervisory relationship	1	2	3	4	5	NA
9.	Assists Supervisee in conceptualizing cases	1	2	3	4	5	NA
10.	Appropriately uses supervisory relationship to demonstrate principles of counseling	1	2	3	4	5	NA
11.	Gives timely and helpful feedback to Supervisee regarding facilitative and non-facilitative counseling behavior	1	2	3	4	5	NA
12.	Challenges Supervisee when appropriate and as appropriate	1	2	3	4	5	NA
13.	Assists Supervisee in planning effective client goals/objectives	1	2	3	4	5	NA
14.	Can identify and communicate Supervisee’s professional and personal strengths and weaknesses	1	2	3	4	5	NA
15.	Is available on a regular basis for supervision/consultation	1	2	3	4	5	NA

Comments:

B. Supervisor Effectiveness

1.	Your overall satisfaction with Clinical Supervisor	1	2	3	4	5	NA
2.	Competence of Supervisor at giving useful supervision	1	2	3	4	5	NA
3.	Interactions with Supervisor contribute to your counseling abilities and knowledge	1	2	3	4	5	NA
4.	Interactions with Supervisor assist you to help your clients change, grow, or improve	1	2	3	4	5	NA
5.	Interactions with Supervisor contribute to increasing your self-confidence as a counselor	1	2	3	4	5	NA

Comments:

C. Overall Satisfaction with site		1	2	3	4	5	NA

*Comments:***D. Comments**

