DEPARTMENT OF COUNSELOR EDUCATION

COLLEGE OF EDUCATION

BOISE STATE UNIVERSITY

Ph.D in Counselor Education and Supervision Program Handbook
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INTRODUCTION
The faculty and staff of the Department of Counselor Education welcome your interest in pursuing an Ph.D. in Counselor Education and Supervision (CES). The goal of this program is to prepare graduates to become faculty members and leaders in the field of CES. The Ph.D. consists of three academic years, in addition to a terminal 60 credit masters degree in Counselor Education from a CACREP program or functionally equivalent degree. Our Ph.D. program is currently CACREP accredited. Doctoral students complete 66 credits of doctoral-level work in the 5 CACREP areas of Counseling, Supervision, Teaching, Research and Scholarship, and Leadership and Advocacy.

The Department of Counselor Education developed an innovative and unique apprentice model to train doctoral students as future CES faculty members and leaders in the field. Currently, the Department accepts one student every fall. Most of our CES courses contain both theoretical and applied areas of study. Students meet individually with a counselor education faculty member to discuss doctoral level theoretically-based readings and assignments and co-teach with that faculty member 2-5 times in the corresponding Masters level course. This apprentice model allows for intensive mentoring and provides students with multiple opportunities to work with faculty in the areas of teaching, supervision, research, and service.

In addition, doctoral students are expected to complete practicum (150 clock-hours) and internship (600 clock-hours) where they deepen their clinical skills, and have an opportunity to teach masters level counseling courses, provide supervision, and conduct research in collaboration with program faculty. The program includes a dissertation in which the student conducts a guided investigation of a significant CES issue. Typically, students complete an article-based dissertation resulting in the submission of 2-3 manuscripts for publications. The article-based dissertation allows students an opportunity to deepen their scholarly skills and to develop a research agenda.

This handbook serves as a guide for prospective, entering, and continuing Ph.D. candidates in the Department of Counselor Education. The information that follows reflects the current policies of the Department of Counselor Education, College of Education, and Boise State Graduate College and are subject to change.
SECTION I.

ADMISSION POLICIES AND PROCEDURES
Applicants for the Ph.D. in CES must be admitted to both the Graduate College and to the Ph.D. in CES program in the Department of Counselor Education at Boise State University. There is one application for both the Graduate College and the Department of Counselor Education. All application materials should be submitted online starting at the link below:

https://graduatecollege.boisestate.edu/howtoapply/

If you have any problems uploading documents, please contact the Graduate College.

- Complete the Application for Admission to the Graduate College (link above)
- Send official scores for the Graduate Record Examination (GRE)
  - Include verbal reasoning, quantitative reasoning, and analytical writing
  - Please note that the GRE must have been taken within seven (7) years of the application date and/or prior to the start of the program
  - GRE scores are just one data point, but they are important. Therefore, it is worth preparing for the test. Ideally scores will be at or above the 50th percentile in each area of the test
- Official transcripts for all undergraduate and graduate coursework. Transcripts must verify the following:
  - Minimum GPA of 3.5 on a 4.0 scale for all previous graduate work
  - Completion of a Master's Degree in Counselor Education from a CACREP accredited institution or the functional equivalent
- A letter of application that includes
  - Description of professional experiences and the relevance of those experiences to doctoral study in CES
  - Statement of career goals
  - Statement addressing how our apprentice program will be a good fit for your educational and professional goals
  - Description of research interests
  - Prior to applying for Ph.D, students should communicate with and research faculty with whom they would like to work. This will assist students in selecting an advisor upon admission to the program
  - Please indicate if you would like to be considered for a graduate assistantship position
- A professional resume or vitae
- A recent sample of scholarly and/or professional writing (e.g., Master's thesis or project, scholarly papers or publications, project reports, grant proposals, etc.)
- Three letters of reference attesting to the applicant's aptitude for and commitment to doctoral study in CES, professional effectiveness, potential for influencing the field, scholarly abilities and dispositions, personal and professional integrity, and any other relevant information. The online application system will send your references a link to upload their letter to your application. You (the applicant) will not be able to upload reference letters to the system
Once all the required application materials have been received, the application packet will be forwarded to the Department of Counselor Education Doctoral Admissions Committee Chair. After initial screening, the Committee Chair will contact qualified applicants for a formal in-person or electronic interview.

After the interview process, the application materials along with the interview recommendation will be reviewed by the Department of Counselor Education Doctoral Admissions Committee. The Committee will determine all admissions/denials decisions for the Ph.D. program.

Applicants will be notified via email of the Committee’s admissions decision. Letters will include the name of your initial advisor. As students progress through the program and select a specific area of research, the student can choose a new advisor to guide their research if appropriate.
SECTION II.

GRADUATE ASSISTANTSHIPS
Any student qualifying for admission may apply for one of a limited number of graduate assistantships offered annually through the College of Education. Six Doctoral Graduate Assistantships are offered each academic year through the College of Education Dean’s Office. Students must reapply each academic year for a Graduate Assistantship award.

- Awards consist of a stipend (approximately $14,000 for the 9 month academic year) and fee waiver for fall and spring semesters, for which the graduate assistant will be expected to work 20 hours per week.
  - Summer stipends and/or fee waivers are dependent on funds.
  - Check with program coordinator for current stipend amounts.
- Typical assignments involve serving as a research assistant.
- Graduate Assistantships are re-awarded based on successful progression in the doctoral program, available funding, and research advisor approval.

To be considered, complete the application form below by March 1st. The online application can be found on the page below.

[https://www.boisestate.edu/education-edd/ga-application/](https://www.boisestate.edu/education-edd/ga-application/)

Applications will be reviewed by the Department of Counselor Education and the College of Education’s Doctoral Management Committee.
SECTION III.

PROGRAM GOVERNANCE
PROGRAM FACULTY

- Dr. Aida Midgett, Professor, Chair, and Doctoral Program Coordinator
- Dr. Diana Doumas, Distinguished Professor and Director of the Institute for the Study of Behavioral Health and Addiction
- Dr. Laura Gallo, Assistant Professor and School Counseling Coordinator
- Dr. Raissa Miller, Assistant Professor, Addiction Counseling Co-Coordinator, and Practicum Coordinator
- Dr. Regina Moro, Associate Professor, Addiction Counseling Co-Coordinator, and Co-CACREP Coordinator

DOCTORAL ADVISORS

Each student will be assigned an interim advisor by the Department of Counselor Education. The interim advisor is assigned based on students’ stated research interests. As students proceed through the program and more clearly identify the focus of their research, students may select a new program advisor, who will typically serve as the chair of the doctoral dissertation committee. Advisors are responsible for:

- Developing a program plan of coursework
- If needed assist students with completing the requirements of provisional status, and verify the change to regular status has occurred.
- Getting students involved in their research whenever possible (including writing and revising manuscripts, preparing conference presentations, reviewing manuscripts, and writing grants)
- Helping students develop their program of research
- Helping student navigate the program requirements (i.e., completing coursework, selecting a Doctoral Committee, completing the comprehensive evaluation, the dissertation proposal, and the dissertation)
- Providing career advise

Selecting a Doctoral Advisor

One of the most important relationships a candidate has going through a doctoral program is with the doctoral advisor. Therefore, it is incumbent upon students to actively communicate with faculty and research faculty’s areas of interest in order to choose an appropriate advisor.

- An advisor should be selected based on shared scholarly interests and compatible educational philosophies.
  - The doctoral advisor must be an active scholar as defined by having a vigorous research agenda and evidence of recent published research studies.
    - Students are responsible for researching faculty and reading their publications, vitaes, and dissertations to develop a comprehensive understanding of faculty research agendas and personal compatibility.
• Mentorship is one of the primary roles of doctoral advisors; however, mentor characteristics are highly individualized and vary amongst faculty. Additionally, student expectations of their mentors are highly individualized and vary.
  o Students should understand their own needs and expectations from their advisors, e.g. hands-on approach or hands-off approach, and seek an advisor with compatible expectations. Some students need/want significant advice throughout their program while others need/want less frequent advising. Know your needs and select an advisor with compatible expectations.
    ▪ However, communication is vital to successful progression through the program; therefore, students should meet with their advisors at minimum once per semester.
• Some questions to consider and/or ask of a potential advisor:
  o Has he/she advised a doctoral student before?
  o Has he/she served as a doctoral committee chair?
  o What are his/her expectations for doctoral students, e.g. frequency of meetings, presenting at conferences, publishing?
  o Does he/she assist in finding and submitting to conferences?
  o Has he/she published with doctoral students, be willing to publish with doctoral students, and/or assist in the publication process?
  o What is the advisor’s preferred method of communication? For example, if a student works full time off campus and is primarily available via email, this might not be compatible with an advisor who expects frequent face-to-face communication. Transparency in communication preferences and expectations will help both students and advisors create a successful relationship.
• A student may change advisors at any time by completing the change of advisor form, available on the Graduate College website. Some possible reasons for changing advisors:
  • Because doctoral study is a time to explore one's own questions and areas of interest, students may discover a professor with greater alignment to his/her research and educational philosophies.

Responsibilities of Doctoral Advisors and Committees

With guidance from a program advisor and minimally three committee members (defined by at least one member outside the doctoral advisor’s department), in keeping with the Graduate College guidelines, the student will develop a program of study.
  • The program of study is a sequence of required coursework and experiences, including clinical work, supervision, coursework, teaching, and research activities.
  • The selection of one committee member from outside the college of education graduate faculty is encouraged as appropriate for the student’s interests and research.
  • While the program advisor works closely with the student during this process, consultation with other members of the committee is encouraged.
This program committee continues with the student through the identified coursework, the comprehensive evaluation, and the dissertation.

Responsibilities of the program advisor and committee are to:

- If needed, assist the student with completing the requirements of provisional status and then notifying the Doctoral Coordinator when the student has met the requirements and is ready to move to regular status
- Assist the student in developing a program of study (and in completing prerequisites if needed)
- Support the student in the identification and development of a cognate area
- Approve a student’s program of study
- Facilitate the identification of other graduate faculty whose interests and expertise may closely align with those of the student

STUDENT RESPONSIBILITIES

Each student has the responsibility to select a graduate faculty member in the Department of Counselor Education who has mutual interests and expertise relating to the student’s area of focus and who demonstrates a willingness to serve as a program advisor.

Each student is responsible for:

- Completing an updated Program Planning Form at the end of each year and submitting via google shared drive to the program coordinator
- Clearly defining individual program goals in collaboration with one’s advisor and committee and assuming program responsibility
- Investigating and engaging in leadership and advocacy positions within student, local, state, regional and/or national counseling or counseling-related organizations
- Keeping the advisor informed about program progress and seeking help when problems or obstacles arise
- Conducting substantial research and preparing a dissertation that reflects the highest standards of scholarship
- Respecting commitments of the dissertation committee, and assuring adequate time for reading the proposal and the dissertation work as it proceeds
- Meeting all deadlines and filing all required forms with the Graduate College.
SECTION IV.

PROGRAM PLANNING and PROGRESSION
The Ph.D. in CES includes courses in the 5 CACREP Doctoral areas of Counseling, Supervision, Teaching, Research and Scholarship, and Leadership and Advocacy. The required courses include a 150 clock hour practicum and a 600 clock-hour internship experience. Students engage in a variety of apprentice experiences teaching, supervising, conducting research, and participating in leadership position as required component of the courses included in the Program of Study.
# PROGRAM OF STUDY COURSE SEQUENCING

<table>
<thead>
<tr>
<th>COURSE AND SEQUENCE</th>
<th>CREDIT HOURS</th>
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</thead>
<tbody>
<tr>
<td><strong>PRE-SUMMER (3 Credits)</strong></td>
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<tr>
<td>EDU 650 Analysis of Research Perspectives</td>
<td>3 credits</td>
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<tr>
<td><strong>FALL: YEAR 1 (10 Credits)</strong></td>
<td></td>
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<tr>
<td>COUN 614 Advanced Practicum (75 clock-hours lab)</td>
<td>3 credits</td>
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<tr>
<td>COUN 602 Advanced Theories and Research in Counseling</td>
<td>3 credits</td>
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<tr>
<td>COUN 603 Instructional Theory in CES</td>
<td>1 credit</td>
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<tr>
<td>EDU 555 Analysis of Variance in Educational</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>SPRING: YEAR 1 (11 credits)</strong></td>
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<tr>
<td>COUN 612 Research and Program Evaluation in Counseling</td>
<td>3 credits</td>
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<tr>
<td>COUN 620 Scholarship in Counselor Education</td>
<td>2 credits</td>
</tr>
<tr>
<td>COUN 616 Advanced Practicum (75 clock-hours lab or field placement)</td>
<td>3 credits</td>
</tr>
<tr>
<td>COUN 556 Multiple Regression in Educational Research</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>SUMMER YEAR 1 (0 Credits)</strong></td>
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<tr>
<td><strong>FALL: YEAR 2 (9 credits)</strong></td>
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<tr>
<td>COUN 613 Advanced Group Counseling</td>
<td>3 credits</td>
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<tr>
<td>COUN 624 Advanced Supervision and Consultation</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 653 Qualitative Approaches to Research</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>SPRING: YEAR 2 (9 credits)</strong></td>
<td></td>
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<tr>
<td>COUN 609 Advanced Culturally Aware</td>
<td>3 credits</td>
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<tr>
<td>COUN 610 Leadership and Advocacy</td>
<td>2 credits</td>
</tr>
<tr>
<td>COUN 691 Comprehensive Examination</td>
<td>1 credit</td>
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<tr>
<td>EDU 652 Quantitative Approaches</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>SUMMER YEAR 2 (0 Credits)</strong></td>
<td></td>
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<tr>
<td><strong>FALL: YEAR 3 (9 credits)</strong></td>
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<tr>
<td>COUN 626: Doctoral Internship (300 clock-hours)</td>
<td>3 credits</td>
</tr>
<tr>
<td>COUN 693: Dissertation (proposal)</td>
<td>6 credits</td>
</tr>
<tr>
<td><strong>SPRING: YEAR 3 (11 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>COUN 628: Doctoral Internship (300 clock-hours)</td>
<td>3 credits</td>
</tr>
<tr>
<td>COUN 693: Dissertation (defense)</td>
<td>6 credits</td>
</tr>
<tr>
<td>COUN 592: Portfolio</td>
<td>2 credits</td>
</tr>
</tbody>
</table>

**Additional Requirements**

46 credits COUN (includes 4 electives, 1 COMPS, 2 Portfolio, and 12 Dissertation)

32 Credits research courses (including COUN 612 and COUN 620)
STUDENT PROGRESS STANDARDS

Once admitted to the program, a candidate has seven years to complete all coursework, including the dissertation. After admission to candidacy, a student must remain continually enrolled each academic term until all graduation requirements are completed.

- In the case of emergencies, a student may request a leave of absence from the program for up to two years by submitting a letter to the Counselor Education Department Chair, Associate Dean of the College of Education, and to the Dean of the Graduate College explaining the reasons for the request and outlining a plan for when the student will resume active work. Time spent on an approved leave of absence will not be counted as part of the seven years allowed for completion of the program. During a leave of absence, the student does not receive services from the university (advising, library privileges, etc.). The student is allowed one leave of absence.

Only work of high quality is approved for graduate credit.

- A student admitted to the doctoral program is required to achieve a semester grade point average (semester GPA) of 3.0 or better each and every semester or summer session in which he or she is enrolled through program completion.
  - If a student fails to meet the semester GPA requirement and the failure is the first occurrence since admission to the program, the student will be placed on academic notice by the Graduate College but will be allowed to continue in the program.
  - If a student fails to meet the semester GPA requirement and the failure is the second occurrence since admission to the program, the student will be administratively withdrawn from the program by the Graduate College (see the Graduate Catalog for more details).

- In addition, no more than two grades of "C" may be earned in required course-work, exclusive of cognate studies.
  - A required course in which a “C” or "D" is earned may be repeated once. If a retake fails to result in a grade of "A" or "B" the student is subject to dismissal.

- If a student takes an incomplete, he or she has one year to complete the requirements.
  - An incomplete form is filled out with the course instructor and the student prior to the end of the semester in which the course is taken.
  - If the incomplete is not satisfactorily completed by the deadline, the student will receive a final grade of “F.”

- If a student receives a final grade of “F” in a 600 level course that is required for the doctoral degree, he or she may not retake the course. The student will be withdrawn from the doctoral program and academically disqualified from any further doctoral level work at Boise State University.
Each semester, students will be required to submit an updated Program Planning Form showing their progress in the program. This allows the Ph.D. program to track students and help at varying points in the program.
SECTION VI.

PROGRAM POLICIES
ADJUDICATION STATEMENT REQUIREMENT

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 of Arts in Counseling which also applies to students pursuing a Ph.D. in CES, 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 and Counselor Educators and Supervisors consider the welfare of the client above all else. As Counselor Educators, faculty have a duty to clients, supervisees, and students of Ph.D. CES students. The Department of Counselor Education requires all Ph.D. 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 filed-placement, and
(3) prior to participating in internship.

Students are also required to submit a new adjudication form if there is a change in the information reported from the previously completed adjudication form. Information disclosed or otherwise obtained can determine faculty decisions regarding continuation in the program, supervision of MA students, 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 supervisor.
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, you must contact your Advisor for an appointment. You may not work with clients or have a field-based placement, as well as teach or supervise M.A. students 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 Ph.D. program in CES is based on the demonstration of effectiveness in academic, professional, and personal areas as they relate to the CES 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 Ph.D. in CES 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 Counselor Educator and Supervisor. 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 coursework, supervision, practicum, research activities, and internships), the following steps are taken:

1. Within ten (10) academic days, the student’s 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 advisor and will review 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:
      i. Personal counseling
      ii. Group growth experiences
      iii. Self-structured behavioral change
      iv. 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 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 advisor of the reevaluation 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.
12. 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.

13. If the dismissal decision is upheld, the chair of the Counselor Education Department will submit a formal recommendation for an administrative withdrawal.

14. 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.

15. 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.
SECTION VI.

PRACTICUM
The following items are specific to COUN 614 and COUN 616. The student is 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 614/616).....Error! Bookmark not defined.
Requirements and Expectations of CES Practicum ..........Error! Bookmark not defined.
Statement of Liability Insurance – Practicum ...............Error! Bookmark not defined.
Client Intake Form.............................................................Error! Bookmark not defined.
Intake Assessment ..............................................................Error! Bookmark not defined.
Client Termination / Referral Form..............................Error! Bookmark not defined.
Self-Assessment..................................................................Error! Bookmark not defined.
Session Summary Report (“S.O.A.P. Notes”)...............Error! Bookmark not defined.
Release of Information Consent Form ...........................Error! Bookmark not defined.
Client Evaluation of Student Counselor ......................Error! Bookmark not defined.
Weekly Log: Practicum.......................................................Error! Bookmark not defined.
Ph.D. in Counselor education and supervision: Practicum Hours Summary Log Error! Bookmark not defined.
Evaluation of Practicum Student Counselor ...............Error! Bookmark not defined.
Evaluation of Practicum Supervision ..............................Error! Bookmark not defined.
DESCRIPTION OF COUNSELING PRACTICUM (COUN 614/616)

Through supervised one-to-one and sometimes 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 a Program Faculty Individual Supervisor 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 AND EXPECTATIONS OF CES PRACTICUM

The 6-credit Practicum (3 credits per semester - COUN 614 in the fall and COUN 616 in spring) is designed with lab experience where student CES counselors meet with volunteer student clients from Boise State University. Students must be prepared to commit and document the following categories and hours:

**Direct Hours (60 of 150)**

- Minimum of 30 hours of direct client contact (individual, group, or psycho-education)
- Each semester in practicum lab;
- 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 15 client hours prior to midterm and about 15 client hours after midterm)
Indirect Hours (90 of 150)

- Minimum of 7 or 8 hours of individual supervision (15 required across both semesters)
- Minimum of 18 hours of group supervision (per semester)
- Minimum of 19 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)
- 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

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 CES 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 CES student-counselors will reserve a counseling lab during standard lab hours for their session.
- If you are a LPC or LCPC, a registered supervisor does not have to be onsite during the session. We encourage you to see clients outside of the lab hours so that MA students can book clients when live supervisors are present.
- 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 (such as the Graduate Room, Counselor Education Conference Room, or other Counselor Education office with explicit permission each use). Excluding transportation of documents to COUN 614/616 class meetings, client information is never to leave the 4th floor of the Education Building.

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

Ph.D. in CES 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

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. 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).
5. Confirm that this time-slot works with your client’s schedule via phone or email
6. 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.
7. Ensure that the auto-save feature has saved your entry before closing

**Deleting Scheduled Appointments:**

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

**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 Ph.D. in CES 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 Individual Supervisor is advised in questionable or unusual situations.

**Insurance**

You are 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. You may secure insurance of your own choosing. You 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.
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, Ph.D. practicum students will be formally evaluated by the individual 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 Ph.D. student’s knowledge, performance, and disposition are components for assessment. Each Counseling Practicum Ph.D. student will be asked to complete an evaluation of her/his individual 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.
STATEMENT OF LIABILITY INSURANCE – PRACTICUM

I am aware that, as a Practicum student in the Ph.D in Counselor Education and Supervision 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:

Supervisor Signature  Date received
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 provides this service under the direct supervision of licensed faculty. As a client in the practicum lab, I give my permission for the counselor 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 counselor 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
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

<table>
<thead>
<tr>
<th>Services Needed:</th>
<th>Anticipated Number of Sessions</th>
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<tbody>
<tr>
<td>Intervention</td>
<td>1-2</td>
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<tr>
<td>☐ Assessment</td>
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<tr>
<td>☑ Individual</td>
<td>X</td>
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<td>☐ Couple</td>
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<td>☐ Parent Consultation</td>
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<td>☐ Filial Therapy</td>
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<td>☐ Family</td>
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<td>☐ Group</td>
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<td>☐ Other:</td>
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</tbody>
</table>

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: __________
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 time/ ___ Late by ___ minutes / ___ Cancel/ ___ no 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 and
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 and Progress:
Short and long term plan (include interventions used, treatment progress, and direction/prognosis):

__________________________________________________

Counselor’s Signature

__________________________________________________

Supervisor’s Signature
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 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 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.”

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
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<tbody>
<tr>
<td>The staff promptly returned my calls and/or emails</td>
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<td>The staff was considerate and helpful</td>
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<tr>
<td>I felt like no one had time to listen to me</td>
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<tr>
<td>The facilities were comfortable</td>
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<td>I felt relaxed in this setting</td>
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<td>I felt like confidentiality would be kept</td>
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<td>The staff helped me get information that I needed</td>
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<td>I had trouble getting an appointment</td>
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<tr>
<td>I would recommend this counseling resource to my friends</td>
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</table>

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
WEEKLY LOG: PRACTICUM

Student Counselor: ___________________________  Week of: ___________________________

Supervisor Name: ___________________________  Site: Boise State Practicum Lab

| COUN 614 | COUN 616 |

List TOTAL number of hours engaged in each activity for each day. For special activities* (i.e. seminars, workshops, etc.) list the title as well as hours spent. Your Primary Supervisor must sign off on each weekly log.

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>WEEKLY TOTAL</th>
<th>TO-DATE TOTAL</th>
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</table>

Individual Counseling

Group Counseling

Record Keeping

Consulting—(P)eer or (F)aculty

Job Shadowing

Individual Supervision [1:10]

Group Supervision/Class [18]

Observations

Research

Special Activities*

Other (be specific)

**DAILY TOTALS**

Supervisor Signature ___________________________ Date: ___________________________

COMMENTS
# PH.D. IN COUNSELOR EDUCATION AND SUPERVISION: PRACTICUM HOURS SUMMARY LOG

**Student Counselor:** __________________________  **Semester:** ________  **Year:** ________

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

<table>
<thead>
<tr>
<th>Week Dates</th>
<th>Individual Counseling</th>
<th>Group Counseling</th>
<th>Record Keeping</th>
<th>Peer/Faculty Consults</th>
<th>Job Shadow</th>
<th>Individual Supervision [1:10]</th>
<th>Group Supervision [18]</th>
<th>Observation</th>
<th>Research</th>
<th>Special Activities</th>
<th>Other</th>
<th>Weekly Totals</th>
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</tbody>
</table>

**TOTAL**

**Received:**

(Date)  
(Total hours verified: Direct v. Indirect)  
(Clinical Supervisor’s signature)

**Distribution:**

- Student (Personal Copy)
- Student File (Department)

49
EVALUATION OF PRACTICUM STUDENT COUNSELOR

Student Counselor: ________________________ Date: ________________________
Clinical Supervisor: ________________________

_____ COUN 614 _____ COUN 616 _____ 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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>N</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>The student facilitates a helpful and supportive counseling relationship.</td>
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<tr>
<td>2.</td>
<td>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.)</td>
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<tr>
<td>3.</td>
<td>The student provides concise information about recording, confidentiality, counselor’s role and approach, and discusses client expectations in first session.</td>
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<td>4.</td>
<td>The student understands and reflects content of the client’s story (paraphrasing).</td>
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<tr>
<td>5.</td>
<td>The student understands and reflects the context of the client’s story (reflecting meaning/interpretation)</td>
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<tr>
<td>6.</td>
<td>The student identifies and reflects client feelings.</td>
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<tr>
<td>7.</td>
<td>The student is congruent – student’s external behavior is consistent with student’s internal affect.</td>
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<tr>
<td>8.</td>
<td>The student is able to be empathic – able to identify and understand the perspective of the client without overidentifying with client.</td>
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<tr>
<td>9.</td>
<td>The student exhibits attending through non-verbal communication – demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.</td>
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<tr>
<td>10.</td>
<td>The student uses immediacy – staying in the here and now and reflecting that to client.</td>
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<tr>
<td>11.</td>
<td>The student uses open-ended questions.</td>
<td>N 0 1 2 3</td>
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<tr>
<td>12.</td>
<td>The student facilitates client awareness of discrepancies, mixed messages, and conflicts.</td>
<td>N 0 1 2 3</td>
<td></td>
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<tr>
<td>13.</td>
<td>The student uses silence when appropriate.</td>
<td>N 0 1 2 3</td>
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<tr>
<td>14.</td>
<td>The student confronts clients appropriately.</td>
<td>N 0 1 2 3</td>
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<tr>
<td>15.</td>
<td>The student’s use of timing in session is effective</td>
<td>N 0 1 2 3</td>
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<tr>
<td>16.</td>
<td>The student ends sessions effectively.</td>
<td>N 0 1 2 3</td>
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<tr>
<td>17.</td>
<td>The student’s responses are intentional - having a clear therapeutic intention with responses.</td>
<td>N 0 1 2 3</td>
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<tr>
<td>18.</td>
<td>The student uses relevant self-disclosure to encourage client disclosure when appropriate.</td>
<td>N 0 1 2 3</td>
<td></td>
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<tr>
<td>19.</td>
<td>The student collaborates with client to establish clear therapeutic goals.</td>
<td>N 0 1 2 3</td>
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<tr>
<td>20.</td>
<td>The student demonstrates conceptualization in the context of theory and is able to formulate a treatment plan that follows logically from this case conceptualization.</td>
<td>N 0 1 2 3</td>
<td></td>
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<tr>
<td>21.</td>
<td>The student demonstrates acceptance of self and others in working with diverse clientele.</td>
<td>N 0 1 2 3</td>
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<tr>
<td>22.</td>
<td>The student demonstrates skills in working with diverse clientele.</td>
<td>N 0 1 2 3</td>
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<tr>
<td>23.</td>
<td>The student terminates counseling effectively after evaluating client readiness.</td>
<td>N 0 1 2 3</td>
<td></td>
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<tr>
<td>24.</td>
<td>The student exhibits awareness of community and professional resources and gives referral if warranted.</td>
<td>N 0 1 2 3</td>
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</tbody>
</table>

**B. Professional Behavior**

<p>| 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 |</p>
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</thead>
<tbody>
<tr>
<td>8.</td>
<td>The student comes prepared to sessions and supervisions.</td>
<td>N</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>The student demonstrates an active commitment to the profession.</td>
<td>N</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>10.</td>
<td>The student recognizes boundaries of his/her particular competencies and the limitations of his/her expertise.</td>
<td>N</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>11.</td>
<td>The student takes responsibility for assuring client welfare when encountering the boundaries of his/her expertise.</td>
<td>N</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>12.</td>
<td>The student provides only those services and applies only those techniques for which she/he is qualified by education, training, and experience.</td>
<td>N</td>
<td>0</td>
<td>1</td>
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</tbody>
</table>

C. Dispositions

<p>| | | | | |</p>
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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>The student evidences desire to improve skills.</td>
<td>N</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>The student is open and responsive to feedback.</td>
<td>N</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>The student demonstrates self-control (such as anger and impulse control) and maintains appropriate boundaries in interpersonal relationships with faculty, peers, and clients.</td>
<td>N</td>
<td>0</td>
<td>1</td>
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<tr>
<td>4.</td>
<td>The student demonstrates honesty, fairness, and respect for others.</td>
<td>N</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work.</td>
<td>N</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.</td>
<td>N</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7.</td>
<td>The student refrains from making statements that are false, misleading, or deceptive.</td>
<td>N</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>8.</td>
<td>The student respects the fundamental rights, dignity, and worth of all people.</td>
<td>N</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.</td>
<td>N</td>
<td>0</td>
<td>1</td>
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<tr>
<td>10.</td>
<td>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.</td>
<td>N</td>
<td>0</td>
<td>1</td>
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D. Major Strengths/Areas Needing Improvement

E. Grade Recommendation: _______

(Include a brief explanation of grade)
EVALUATION OF PRACTICUM SUPERVISION

Student Counselor: ___________________________  Semester: ___________  Student Year: ___________
Clinical Supervisor: ____________________________  Site: Boise State Practicum Lab

_____ COUN 614 – Advanced Practicum I  _____ COUN 616 - Advanced 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. Thank you.

A. Supervision Skills

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

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<tr>
<th></th>
<th>Question</th>
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<th>4</th>
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<th>NA</th>
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<tbody>
<tr>
<td>1</td>
<td>Your overall satisfaction with Clinical Supervisor</td>
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<td>NA</td>
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<tr>
<td>2</td>
<td>Competence of Supervisor at giving useful supervision</td>
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<td>NA</td>
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<tr>
<td>3</td>
<td>Interactions with Supervisor contribute to your counseling abilities and knowledge</td>
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<td>NA</td>
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<tr>
<td>4</td>
<td>Interactions with Supervisor assist you to help your clients change, grow, or improve</td>
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<td>NA</td>
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<tr>
<td>5</td>
<td>Interactions with Supervisor contribute to increasing your self-confidence as a counselor</td>
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<td>NA</td>
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**C. Overall Satisfaction with Practicum**

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<tr>
<th></th>
<th>Question</th>
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<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Your overall satisfaction with Practicum this semester</td>
<td></td>
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<td>NA</td>
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</table>

**D. Comments**

Distribution:
- Clinical Supervisor
- Department Chair
SECTION VIII.

COMPREHENSIVE EVALUATION
COMPREHENSIVE EVALUATION

The Comprehensive Evaluation is a tool to assess a student once the majority of the required coursework is completed. Prior to Admission to Candidacy, each student must demonstrate:

- Ability to synthesize knowledge from the coursework in the doctoral program
- Recognition and connection of major ideas and issues as a basis for a scholarly agenda
- The ability to evaluate, generalize, and apply theories as they relate to critical educational issues
- Inquiry skills and background knowledge required to proceed with the dissertation
- Effectiveness in analyzing educational issues, developing recommendations for policy and/or action, presenting those recommendations, and persuading others of their worth.

To accomplish this, in consultation with the program committee, the student will design a rigorous, reasonable, and professionally credible evaluation that includes both written and oral components.

There are three typical evaluations.

1. First, a student can choose to write a scholarly response to five questions derived from classes aligning with CACREP core areas for doctoral education. The student will have a designated time to respond to these questions and then orally defend them.
2. Second, a student can choose to write a review of literature suitable for publication, in consultation with his or her program committee.
3. Third, a student may conduct a pilot study, which includes a statement of the problem addressed by the study, a brief review of the literature, a description of the methods to be used in the study, the results of the study, and conclusions.

The Comprehensive Evaluation should:

- Contribute positively to and reflect the student’s development as a scholarly practitioner
- Involve the student in activities that require synthesis, evaluation, generalization, and application of knowledge and experience
- Engage the student in research and writing activities similar to those that will be required by the dissertation
- Include questions the student is asked to answer without notes or reference materials
- Include an oral segment that will be open to the public and require the student to present and defend a position on critical educational issues, engage the student in thoughtful discussion of those issues, and assess the student’s ability to present ideas and proposals, and persuade others of the worth of key recommendations

The student must set a timeline for completion of the written work (not to exceed 90 days) and establish a mutually convenient date with his/her committee for the oral presentation and defense.
Upon approval of the written comprehensive evaluation, the student will proceed with preparation for the oral defense. Students need to submit the online announcement form: https://docs.google.com/a/boisestate.edu/forms/d/e/1FAIpQLSdlqPmiDTKrP8462HN6EnjKCkH-8TaBI9eLToGjR2F0lx21zQ/viewform at least two weeks in advance of the oral defense; earlier if the information is available. The program coordinator will then notify the graduate faculty and students in the Ph.D. program of the time, date, and location of the oral evaluation. At the conclusion of the comprehensive evaluation, the committee meets to review the student’s written and oral performance and makes one of three recommendations:

- Proceed to dissertation (agreeing that the student has successfully met all requirements)
- Take additional coursework or independent study (believing there are areas of concern in the candidate’s performance)
- Be withdrawn from the program (believing that the student’s performance makes successful completion of the doctoral program unlikely).

ADMISSION TO CANDIDACY

When the admission to candidacy requirements (coursework and comprehensive evaluation) have been successfully completed, the student must file the Admission to Candidacy Form with the Graduate College. The Admission to Candidacy form can be found on the Graduate College website.

Admission to Candidacy is granted once a student successfully completes the required course work and passes a comprehensive evaluation.
SECTION VIII.

DISSERTATION PROCESS
As the culminating scholarly experience, the dissertation serves as a performance assessment of the doctoral candidate’s ability to conduct original scholarship on an important question in CES, and to present and interpret the findings in a clear, logical, and appropriate form. The dissertation must make a significant contribution to the professional body of knowledge in the area of study. The dissertation document describes the research conducted, reports the results obtained, shows the relationship of the research to the scholarly work that preceded it, and shows the significance the research has in furthering understanding of the issues under investigation. Ph.D. students are encouraged to conduct a manuscript-based dissertation; however, they have the option of conducting a traditional dissertation. Ph.D. students work with their advisors to determine the best fit for the dissertation process.

**MANUSCRIPT-BASED DISSERTATION**

A manuscript-based dissertation provides a number of benefits to the Ph.D. student, the Advisor and the scientific community: for instance, experience in the manuscript writing process, an easily accessible demonstration of original research and ability to communicate, timely dissemination of results, and a direct measure of the investment provided by funding agencies.

Ph.D. students who conduct a manuscript-based dissertation have the opportunity to develop a research agenda and submit 2-3 manuscripts for publication as first author. The manuscript-based dissertation engages Ph.D. students in the research process under intensive mentorship by their dissertation advisor. Students typically begin working with their dissertation advisor on a research project in Year 1. The process is designed to be developmental so that the student moves from the role of a research assistant to becoming fully independent in conducting all phases of a research project. In Year 1, the student works alongside the advisor, assisting the advisor with data collection or analysis of data already collected. In Year 2, the student takes a more active role in running the research protocol, data analysis, and manuscript preparation. In Year 3, the student leads all aspects of the research project including study design, IRB approval, data collection, data analysis, and manuscript preparation.

While the benefits are substantial, the manuscript-based option will challenge students as the process for peer-reviewed publications is rigorous and the journal articles will need to be supplemented with additional information in order to ensure a cohesive dissertation/thesis. Multiple first-author manuscripts are required for the manuscript-based Ph.D. dissertation and least one manuscript must be in press by the time you defend. All other manuscripts must be submitted by the time you defend.
MANUSCRIPT-BASED FORMAT

For a manuscript-based Ph.D. dissertation, each publication stands as a chapter. As publications are very concise documents of research findings, supplemental text must be included within the dissertation to not only support the publication, but to also seamlessly integrate the publication into the dissertation. As such, in addition to the requirements outlined in the Graduate College’s Standards and Guidelines for Theses and Dissertations handbook, a manuscript-based Ph.D. dissertation must include the following:

- An abstract that clearly and succinctly summarizes the overarching scope of work that includes the motivation, hypothesis and objectives of the research, approach, key results and concluding remarks.
- The first chapter should be an introduction that includes the background needed to clearly relate the publication(s) to the entire body of work associate with the dissertation.
- For each publication (i.e., chapter), a paragraph must be included prior to the references that clearly specifies the role and contributions of the author and co-authors.
- A concluding chapter that outlines the principal findings and implications of the total research effort.

In addition, the Advisor or supervisory committee may request additional supplemental information (introduction, background, literature review, methods/experimental, results, discussion and appendices) that supports the total research effort.

REGISTRATION FOR DISSERTATION CREDIT

Following admission to candidacy, a candidate may register for dissertation credit. Once initially registered for dissertation credit, the student must be in continuous enrollment (fall and spring semesters) until the dissertation is completed. Each semester a student should consult with the dissertation committee chair to determine the variable credits (1-12) for which to register. A student will receive a grade of “IP” (in progress) each semester until the dissertation is completed. If an unexpected emergency arises, the candidate may request a leave of absence, but during that leave, assistance may not be received from the dissertation committee.

DISSERTATION ADVISOR AND COMMITTEE

The dissertation advisor and a minimum of three committee members have the responsibility of guiding research and assessing the quality of the finished product. The advisor must have expertise in the area of the candidate’s research. The program advisor may continue with the candidate as the
dissertation advisor, but the candidate may invite another member of the faculty to serve as
dissertation advisor. In consultation with the dissertation advisor, the student forms a dissertation
committee consisting of graduate faculty. Emeritus professors are eligible to serve. At least one
member from outside the College of Education should participate. The committee is approved by
the Graduate College. Once formed the composition of the committee may be changed per
approval to assure that the candidate receives the most useful support possible.

Responsibilities of the dissertation advisor include:
- Guiding the student in the selection of committee members
- Assisting the student in defining and developing a proposal for the dissertation research
- Overseeing the dissertation research
- Assisting the student in the organization of the dissertation defense and the dissemination of
research results

Responsibilities of dissertation committee members include:
- Reviewing the dissertation proposal and providing assistance and support for the research
activities of the candidate
- Judging the quality of the dissertation and recommending approval and further action to the
Dean of the Graduate College

THE DISSERTATION PROPOSAL

For students conducting a traditional dissertation, following admission to candidacy and in
consultation with the dissertation advisor and committee, a candidate develops a dissertation
proposal. The dissertation must follow guidelines of the current *Publication Manual of the American
Psychological Association*. The proposal must include the following:
- Statement of the research question, including its potential to contribute to knowledge in the
area of study
- Review of relevant research
- Methods/procedures
- Timeline for completion of the dissertation

Students conducting a manuscript-based dissertation will discuss with their advisor the content
included in the proposal. The proposal must at least include the items described above.
With permission of the dissertation advisor, the candidate disseminates the proposal to the dissertation committee. It is the committee’s responsibility to ensure that the candidate is prepared and that there is agreement among committee members regarding each aspect of the proposal before the presentation meeting is held. Upon agreement between the candidate and committee members, a date for a proposal defense is selected and the candidate notifies the program coordinator of the scheduled date. Students need to submit the online announcement form: https://docs.google.com/a/boisestate.edu/forms/d/e/1FAIpQLSdlqPmiDTKrpP8462HN6EjniKCkH-8TaBi9eLToGjR2F0lx21zQ/viewform at least two weeks in advance of the oral defense; earlier if the information is available. The program coordinator will then notify the graduate faculty and students in the Ph.D. program of the time, date, and location of the oral evaluation.

The candidate is responsible for providing the program coordinator with an electronic copy of the committee-approved proposal (including a 100 word abstract) two weeks in advance of the proposed meeting.

- The program coordinator will apprise all graduate faculty of the meeting, post the time and site, and disseminate the abstract electronically.
- The meeting is to be open to all faculty and students who wish to attend. Once agreement is reached and the committee approves the proposal, the Dissertation Contract is signed and added to the student file.

DISSERTATION STYLE AND FORMAT
The candidate has the responsibility of assuring that all elements of the dissertation conform to appropriate standards as specified in the Graduate College Standards for Preparation of Theses and Dissertations, and in the current edition of The Publication Manual of the American Psychological Association. A Dissertation that does not conform to the Standards and Guidelines for Theses and Dissertations will be returned by the Graduate College to the student for corrections.

DISSERTATION DEFENSE
The purpose of the dissertation defense is to provide an opportunity for the educational community to engage with candidates in thoughtful dialogue and discussion regarding issues raised from the research. The defense is a public event, and all graduate faculty in the university will be invited to attend.

Following approval by the Dissertation Advisor, the dissertation committee must receive the completed dissertation at least two weeks prior to the scheduled date of the defense.
The candidate is responsible for completing BOTH the College of Education online announcement form: (https://docs.google.com/a/boisestate.edu/forms/d/e/1FAIpQLSdlqPmiDTKrP8462HN6EnjKCKH-8TaB19eLToGjR2F0lx21zQ/viewform) AND the Graduate College online announcement form (https://secureforms.boisestate.edu/gradcoll/graduate-defense-notification-form/) at least two weeks in advance of the oral defense; earlier if the information is available. The program coordinator will then notify the graduate faculty and students in the Ph.D. program of the time, date, and location of the oral defense.

THE ORAL DEFENSE:

- The Graduate College will assign a Graduate Faculty Representative, who begins the proceedings and oversee the defense process.
- The candidate's dissertation advisor chairs the defense.
- The oral defense includes a public portion that includes the presentation and questions from the public, and a private portion that includes a more in depth questioning of the candidate.
- The candidate conducting a traditional dissertation should prepare a 20-30 minute presentation that covers the following areas:
  - Background of study
  - Brief review of relevant literature
  - Research question(s)
  - Methodology
  - Findings
  - Discussion
  - Implications and Recommendations
- The candidate conducting a manuscript-based dissertation includes the following areas:
  - Introduction
  - 2-3 manuscripts as Chapters which include:
    - Brief Review of the Literature
    - Research Question(s)
    - Methods, Findings
    - Discussion including Implications and Direction for Future Research (if appropriate) and Limitations
  - Conclusion including overall Implications and Recommendations
- At the conclusion of the discussion, the committee retires to decide whether the dissertation is (a) approved as is, (b) approved with minor revisions—to be reviewed by the Dissertation Chair, (c) approved with major revisions—to be reviewed by the entire committee, or (d) not approved.
- Upon final revisions, it is the responsibility of the dissertation chair to read and sign an approval sheet indicating that the dissertation meets the standard of the program.
- The final copy of the dissertation is then submitted to the Graduate College.
FINAL DISSERTATION COPIES

Upon submission, the student is required to sign a form that authorizes limited duplication privileges by the Library. The Library will pay for binding one circulating copy. Duplication and binding costs for all additional copies of the dissertation are the responsibility of the student. Final bound copies of the dissertation must also be distributed to each member of the candidate’s committee and one to the Dean of the College of Education.

COMPLETION OF THE PROGRAM

No later than the semester prior to the anticipated completion of the dissertation, the candidate must complete an “Application for Graduate Degree” form, which can be obtained from the Graduate Admissions Office or online. This form, along with the required diploma fee, is to be submitted to the Graduation Office, by the stipulated deadline stated in the Academic Calendar. If there are changes in the expected date of graduation, the candidate must notify the Graduate College.

All requirements for the degree must be completed within 7 years of the enrollment of any course included in the candidate’s program of study.

STUDENT RIGHTS TO APPEAL

A student may appeal to the Department Chair, Associate Dean of the College of Education, and Graduate College decisions made by program advisors and dissertation committees. If the student is not satisfied with the decision, an appeal is made to the Department Chair. The next appeal is to the Associate Dean of the College of Education and finally to the Dean of the Graduate College. At anytime, the student may use the University grievance process described in the Boise State Student Handbook, available from the Office of the Dean of Student Special Services.
Appendix A

PH.D. IN COUNSELOR EDUCATION AND SUPERVISION DISSERTATION CONTRACT (Filed following a successful proposal defense.)

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<th>Student Information</th>
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<td>Student Name</td>
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<td>Student ID Number</td>
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The above student has been granted permission to conduct a dissertation entitled:
As presented in the proposal meeting on (month/day/year):

The following changes must be made to the proposal on file:

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<th>Signatures</th>
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<td>Doctoral Program Coordinator</td>
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Distribution: Advisor, Program Coordinator
SECTION VII.

INTERNSHIP
THE INTERNSHIP EXPERIENCE

The Internship experience for the Ph.D. in CES student is an opportunity for students to integrate, synthesize, and apply information to their emerging role as a Counselor Educator and Supervisor. This is a 2 semester, 600 clock hour experience (300 hours per semester), where students engage in a combination of CES roles including the role of instructor, supervisor, clinician, and/or researcher. Students work with their advisor to tailor an internship experience that is personally relevant to their development as a Counselor Educator and Supervisor. The program requires that Ph.D. students teach one course in the fall and one course in the spring and engage in some type of supervision of MA in Counseling students during at least one semester while enrolled in COUN 626 or COUN 628.