



Department of Counseling
Clinical Mental Health Internship Manual
COUN 8250 + COUN 8260

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SECTION I: Purpose & Expectations

Clinical Mental Health internship provides opportunities for students to demonstrate competence with increasingly complex and diverse client caseloads. Interns will engage in direct and indirect counseling services supervised by UNO Counseling Department instructors and licensed mental health professionals. Internship experiences focus on both personal and professional development, with particular attention given to the development and refinement of counseling skills and the provision of ethically and culturally competent counseling services to diverse clients. Developing and refining professional behaviors and dispositions is also a strong focus of the internship semesters.

This manual describes the policies and procedures for COUN 8250 (Clinical Internship) and COUN 8260 (Advanced Clinical Internship). Documents required for the successful completion of the course are provided with appropriate timelines for submission. All UNO Counseling Department instructors, internship students, and site supervisors must abide by the policies and procedures herein. The UNO Counseling Department's Clinical Mental Health Counseling (CMHC) concentration is accredited under the 2016 standards of the Council for the Accreditation of Counseling and Related Programs (CACREP, 2016).

Manual Terminology:

Direct Service: face-to-face interactions that involve the application of counseling skills. Individual, group, couples, and family counseling are examples of direct service. CACREP defines direct service as: supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following is NOT considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision, (5) case presentations/staffings.

Indirect Service: all miscellaneous activities related to internship that are not direct service. Engaging in supervision, clinical documentation, treatment planning, and participating in professional staff meetings are examples of indirect service.

Clinical Training Director: a member of the counseling faculty appointed to coordinate the administrative aspects of the program's practicum and internship courses.

Site Supervisor: an LMHP, LIMHP, LCSW, LMFT, LP, or related licensed professional serving as the immediate and direct supervisor of the practicum student at the site.

Faculty Supervisor: a member of the counseling or adjunct faculty who provides weekly group supervision via COUN 8250/8260.

Graduate Review Committee: the Graduate Review Committee (GRC) is a UNO

Counseling Department committee that addresses serious issues and concerns brought to their attention by faculty, supervisors, staff, students, or campus/community stakeholders related to the personal, professional, dispositional, academic, or ethical conduct of UNO Counseling practicum students (degree and non-degree seeking). The GRC policies and procedures are found in the Counseling Department Student Handbook.

Section II: Policies & Procedures

COUN 8250/8260 Prerequisites

A minimum grade point average of 3.00 (“B” average) on all counseling graduate work, including a “B” or better in COUN 8220 (CMHC Practicum) is required for enrollment in internship. Additionally:

- A grade lower than a “B” in COUN 8250/COUN 8260 will require the student to re-take the course(s) at a time and under the parameters determined by the Clinical Training Director.
- The Clinical Training Director will make this decision following a review of the student’s clinical file and subsequent discussions with the student, their site supervisor, faculty supervisor, department chair, and community partners.

COUN 8250/8260 Enrollment (CACREP 3. S, T, U)

The format for COUN 8250/8260 is for site supervisors to provide individual/triadic supervision and the counseling faculty provide group supervision. Sections are limited to an enrollment of 12 students per section.

Enrollment in COUN 8250/8260 requires a permit facilitated by the Clinical Training Director and will be issued on a first come first serve basis.

Priority enrollment for COUN 8250/8260 is given to full and part-time students who have maintained consistent progress toward their degree and completed all pre-requisite courses. Interns in good standing with gaps in their enrollment will be accommodated as quickly as possible to ensure progress toward their degree. Enrollment in COUN 8250/8260 may be delayed for students who have exhibited concerns related to their academic, dispositional, or professional behavior (written or in-person).

COUN 8250/8260 Placements

Internships are competitive. Many students are searching for placements simultaneously, including both prospective practicum and internship students from UNO Counseling and other programs (social work) and institutions (Bellevue, UNL, Midland, etc). Practicum students should begin identifying and securing a site as early as possible during the semester before their enrollment in internship.

The UNO Department of Counseling does not utilize a placement model - internship students are responsible for identifying and contacting potential sites during their practicum

semester, securing an interview, and accepting or declining any offer from a site. Interns students should contact their advisor or Clinical Training Director well before the internship semester to discuss possible sites. Approved sites are listed on the department's current *Clinical Site List* located on the department's webpage. All community sites must be formally approved by the Clinical Training Director, and a signed affiliation agreement must be on file in the UNO CEHHS Dean's Office prior to beginning the internship semester. Failure to do so will result in any direct or indirect hours accrued prior to the completion of the affiliation agreement being voided.

Out-Of-State Placements: Occasionally (and depending on enrollment numbers), students may be permitted to complete COUN 8250/8260 at an out-of-state site. The same process of site approval stands out-of-state, and site supervisors must be licensed in the state of practice.

Remote Placements: COUN 8250/8260 are synchronous remote courses. However, internships are primarily face-to-face clinical training experience. While students are encouraged to obtain experience providing tele mental health services during their practicum semester, the expectation is that all services will occur on-site, including virtual sessions.

COUN 8250/8260 Additional Specifications:

Time Commitment: Internship students are expected to commit approximately 20 hours a week, including triadic and group supervision.

Monetary Compensation: Internship semesters are often unpaid. Some outside sites may offer a stipend or a paid position. This is becoming more common in recent years but is not a guarantee. Students are strongly encouraged to negotiate a "training stipend" over an hourly wage. The latter classifies students as employees, limiting the reach of faculty to intervene should issues arise.

Training at Place of Employment: Students cannot use their job for internship hours. However, students may complete an internship at their current place of employment if the site is verified by the Clinical Training Director and aligns with all internship guidelines in this manual. The practicum position must qualitatively be distinct from the student's current position at the site. Additionally, the site is consistent with providing the activities of a licensed professional counselor (e.g., individual, group, crisis counseling, assessment, documentation) - not a paraprofessional position. Violation of any of these requirements may result in immediate termination from COUN 8250/8260 and a mandated review of student's actions by the GRC.

Professionalism: All contact with a site, beginning with your initial phone call or email requires professional behavior (you could be talking to your future employer!) Internship students are expected to always know intern requirements and when interviewing for a position (e.g., direct/indirect hours, clinical supervision needs, documentation, course requirements, etc.). Internship students should provide site supervisors with the UNO Counseling Department website and link to the internship manual.

COUN 8250/8260 Background Check

The Counseling Department requires a two-part background check through the state of Nebraska to be completed and verified before enrolling in COUN 8220. If a student is completing a remote internship experience out-of-state, they must provide documentation of a completed background check in their state of residence. The background check that was completed upon admission to the program can be used to verify a student's eligibility to enroll in COUN 8250/8260, however, if required by a community site or the department, an additional background check may be required prior to practicum. Students will not be permitted to begin seeing clients without a completed and verified background check on file within the department.

Professional Liability Insurance (CACREP 3.A)

Interns (COUN 8250/8260) must provide proof of professional liability insurance before engaging in direct client contact each semester of internship. Proof of liability insurance will be maintained as part of the student's official file. Liability insurance can be purchased through HPSO at a reduced student rate through the American Counseling Association (student members of ACA are able to secure liability insurance as part of their membership) or through a provider of the student's choice.

Professionalism and Counseling Dispositions

Interns must always maintain a professional manner at their site and in the classroom. Professionalism also includes, but is not limited to:

1. Punctuality to all classes and supervision sessions (individual/triadic);
2. Punctuality to all site activities including, but not limited to counseling sessions, clinical supervision, meetings/staffings;
3. Professional attire at the internship site is expected, consistent with site policies and culture.
4. Openness to constructive feedback from peers, instructors, site supervisors, and staff, as well as the Clinical Training Director and Department Chair.
5. Completion of all required course and site-related documentation in accordance to course and site deadlines;
6. On-site engagement for the entirety of the COUN 8250/8260 semester regardless of number of completed direct/indirect hours.
7. Adherence to current American Counseling Association (2014) ethical standards and UNO Counseling Department and UNO student codes of conduct.

UNO Holiday and Weather Closure Schedules

The UNO Community Counseling Clinic (CCC) will be closed during official UNO holidays and breaks, and when campus is officially closed due to inclement weather. Students are expected to remain aware of all UNO holidays when scheduling clients and contact clients as soon as possible to reschedule weather related cancellations.

Video Recording & Presentation (CACREP 3.B)

The following procedures are mandated to ensure that off-site video/audio recordings of clients for COUN 8250/8260 requirements are HIPAA compliant. Interns should refer their site supervisors to the Clinical Training Director for additional information regarding these procedures.

Procedures:

After securing written consent from client and or legal guardian:

1. Interns will be given access to a secure platform to store the audio/video recordings (e.g., a university tablet). The UNO CEHHS IT Office (Roskens Hall 405; 402-554-2939) assists in setting up security in this regard and providing technical support.
2. Sessions must record and upload to the secure storage site (OneDrive)
3. Following session, and prior to leaving the practicum site, the practicum student must ensure that the recording has transferred to the secure site (One Drive) and delete any information from the recording device.
4. For in-class presentations, the intern accesses the recorded session on the secure site (OneDrive).
5. At the end of each semester, the student will delete all recorded sessions from the storage site (OneDrive).

Telehealth Training (CACREP 3.D)

Students are expected to complete an on-line training in telehealth before or during the first week of the COUN 8220 semester. Ensure that this is on file prior to internship. This training will outline best practices and legal/ethical considerations of telehealth counseling. The training can be found on the Behavioral Education Center of Nebraska's website <https://www.unmc.edu/bhecn/education-training/online-training/telebehavioral-health.html> and proof of training (e.g., a screenshot) must be on file in the department.

Change of Site Supervisor

Site supervisor changes may occur during a semester. In these cases, the student must secure another qualified supervisor at the site prior to engaging in further direct client service hours. If a supervisor is aware of an upcoming extended absence, they should facilitate the designation of a licensed secondary on-site supervisor at the outset of the academic semester. The following actions must be taken when a change of site supervisor is pursued:

- Students must inform the faculty supervisor immediately of any change in their site supervision.
- Students are prohibited from providing direct services to clients until a new site supervisor has been approved by the faculty supervisor or Clinical Training Director. This should be documented with a revised Site Supervisor Form (Appendix C) and placed in the student's electronic file by the department administrative assistant.

Termination from Internship Site

The UNO Counseling Department and all internship sites associated with the UNO Counseling Department (including the UNO CCC) retain the right to terminate a student prior to or during the internship semester. Termination shall be considered and applied when the UNO counseling faculty, the Clinical Training Director, the Department Chair, or the site or faculty supervisor determine termination to be in the best interest of the student, site, clients, the department, community partner, or other invested party. The process for addressing a potential termination is as follows:

- a. During the internship semester, the site and faculty supervisors are responsible for identifying student issues that may require intervention by the department. Faculty and site supervisors shall document their concerns via email or with Appendix M (Supplemental Evaluation). Copies of this documentation should be provided to other stakeholders.
- b. The faculty supervisor will seek to resolve the issue directly with the student and site supervisor.
- c. If a satisfactory resolution is not achieved between the student, site supervisor, and faculty supervisor, the faculty supervisor will report the issue to the Clinical Training Director. All documentation/communication concerning the issue will be provided to the Clinical Training Director.
- d. The Clinical Training Director will seek to resolve the issue. If an acceptable resolution to all parties cannot be found, the student may be terminated from the site with documentation that includes, but is not limited to, the initial issue(s) leading to termination, attempts made to resolve the issue, and the final reason for termination. All documentation will become part of the student's file.
- e. If the student was terminated from a site due to circumstances outside of their control, and their personal and professional conduct is not in question, the Clinical Training Director cannot guarantee that a suitable alternative site will be available the same semester. If no alternative site is available, the student will work with the Clinical Training Director plan for the following semester.
- f. If the student was terminated from their site based on their professionalism, dispositions, or clinical skills, the student will be referred to the department's Graduate Review Committee. Site supervisors may submit written testimony or documentation regarding the site's official termination decision. The GRC will review all available information about the termination to determine what action should be taken against the student. Options available to the GRC range from a remediation plan to dismissal from the program. Written notification of the GRC's decision and recommendations will be provided to the student, Clinical Training Director, Department Chair and other stakeholders within 10 business days of the GRC final decision.

Section III: Roles and Responsibilities

Faculty Supervisor, Site Supervisor, Clinical Training Director, and Counseling Practicum Student (CACREP 3.N, P, Q, R).

Affiliation Agreement

The agreed upon guidelines, roles, and responsibilities between the UNO Counseling Department and the internship site are noted in the signed Affiliation Agreement. This document will be completed between the site and the department and outlines the roles and responsibilities of all parties. The agreement will be maintained by the department with a copy available to the site.

Supervisor/Faculty Qualifications for Internship (CACREP 3.N, P)

Site supervisors and counseling faculty who teach internship courses must have the relevant experience, credentials, and supervision training/experience to provide supervision to internship students.

- Counseling faculty must have a PhD in Counselor Education and Supervision or a closely related field with experience supervising counselors-in-training. Supervising faculty must hold active licensure in the state in which they are supervising.
- Adjunct faculty must have a master's degree or higher in counseling or related field and be licensed by the state of Nebraska.
- Site supervisors must have:
 - A master's degree in counseling or related field,
 - Active licensure by the State of Nebraska or the state where the student is placed,
 - Minimum of two years of professional experience,
 - Knowledge of the expectations, requirements, and evaluation procedures for students,
 - Training in supervision. The Clinical Training Director will provide directives to practicum faculty supervisors to facilitate the completion of training in clinical supervision, and to collect/submit attestations of completion of this training to be filed within the department. Supervision training is required once of each community supervisor.

Ethical, Legal, and Professional Conduct

Interns and site supervisors with counseling degrees are governed by the following ethical and legal codes:

- American Counseling Association Code of Ethics (2014)
- The 1993 Association for Counselor Education and Supervision's Ethical Guidelines for Counseling Supervisors.

- All legal statutes governing counseling practice for the State of Nebraska.
- *If a site supervisor's training falls under a differential professional association (e.g., the American Psychological Association for licensed psychologists), the supervisor's ethical code will be followed in the event of a discrepancy with the ACA code of ethics.*

Clinical Training Director Roles and Responsibilities (CACREP 3.Q)

The Clinical Training Director has primary responsibility for ensuring that the clinical courses (COUN 8220: Practicum; COUN 8250: Internship; COUN 8260: Advanced Practicum) meet or exceeds departmental and CACREP standards. The Clinical Training Director will provide the official practicum orientation and will serve as the touchpoint for questions related to practicum and internship policies and procedures.

- Outlines the UNO Counseling Department and CACREP policies and procedures for COUN 8220.
- Serves as the UNO Counseling Department liaison between students, internship faculty supervisors, community site supervisors, and the department chair on internship related issues.
- Verifies current and potential new internship sites and obtains/updates written affiliation agreements.
- Maintains current list of affiliation agreements between department and practicum sites.
- Addresses student or site concerns with course instructor and site supervisor.
- Facilitates clinical supervision training/attestation for community supervisors.
- Works closely with faculty instructors for internship on student issues.
- Responds promptly to students, site supervisors, and faculty supervisors for information related to internship

Faculty Supervisor Roles and Responsibilities

- Collect required course documentation and submit to the department administrative assistant to file, including:
 - Professional liability insurance
 - Confirmation of telehealth training
 - Complete 2-part background check
 - Appendices B, C, and L
 - Midterm and final site and faculty supervisor evaluations. Faculty not serving as site supervisor only need to complete a final evaluation.
 - Student evaluations of site supervisor, group supervisor, and site.
- Teach the course consistent with the course description given in the UNO Graduate Catalog and the CACREP standards for the course as determined by the UNO Counseling Department.
- Follow departmental policies and procedures outlined in this manual.

- Model ethical and professional behavior and ensure that students and all relevant stakeholders follow appropriate ethical and legal standards.
- Provide at least 1.5 hours per week of group supervision.
- Ensure that student is presenting video/audio recordings for review in individual/triadic supervision. At community sites where students are not allowed to video/audiotape client sessions, supervisor must ensure site supervisor completes and records 1 hour per week of live supervision using Appendix N Live Supervision Evaluation. (CACREP 3.B)
- Initiate contact with site supervisors for each intern at the outset and midpoint of each semester.
- Respond to the needs of interns and site supervisors, including providing prompt responses to communication from practicum students, site supervisors, Clinical Training Director, and Department Chair. All email communication between UNO course instructors and internship students must be from their official UNO email addresses.
- Coordinate with Clinical Training Director and appropriate site personnel when warranted according to policies or procedures (e.g., issues at site, alleged misconduct, clarification of direct and indirect hours, etc.).
- Complete and submit all required department level program assessment requirements and materials including dispositional documents.
- Submit final grades through MavLINK by the required university deadline.

Site Supervisor Roles and Responsibilities

- Ensure students can complete the required number of direct client contact hours. Faculty supervisors should be contacted immediately if this becomes an issue. The department reserves the right to suspend the affiliation agreement with the site if an adequate number of direct hours are not available.
- Provide minimum one hour of weekly on-site individual/triadic supervision to each intern.
- Facilitate student's ability to complete audio/video recorded counseling sessions. If video recording is not allowed at site, provide 1 hour of live supervision per week and complete Appendix N Live Supervision Evaluation for student's clinical file. (CACREP 3.B)
 - See: Off-Site Videorecording & In-Class Presentation (above)
- Coordinate a secondary supervisor for students if they will be absent from the site and unable to supervise.
- Communicate promptly with student's course instructor and Clinical Training Director concerning issues related to student conduct issues.
- Complete mid-term and final student evaluations.
- Respond promptly to all email and phone communications from practicum students, site supervisors, Clinical Training Director, and department chair.
- Review/address documentation (hour logs, evaluations, case notes, etc.) promptly.

- Adhere to the policies and procedures related to site supervisors in this manual and seek guidance from the Clinical Training Director or Department Chair when necessary.

Internship Student Roles and Responsibilities

- Adhere to the 2014 ACA ethical code.
- Complete and submit all required course and site documentation within the time outlined by department in this manual or by site supervisor.
- Prepare for all scheduled classes (and case presentations), client sessions, and individual/triadic supervision.
- Exhibit professional behavior and attire.
- Abide by the policies and procedures of the internship site.
- Seek clarification from course instructor, site supervisor, and/or Clinical Training Director if questions arise.
- Apply knowledge from previously completed graduate counseling courses (e.g., diagnosis, marriage and family, practices, etc.).
- Record counseling sessions (video preferred, audio acceptable) for weekly individual/triadic supervision. If audio/visual recordings of sessions are not permitted by the site, schedule weekly live supervision by site supervisor. Inform faculty supervisor (COUN 8220 instructor) of this adaptation (CACREP 3.B).
- Ensure that computers and other electronic devices are compatible with site recording equipment and have clear/audible video and audio prior to presenting cases in class. If you experience technological difficulties, contact your course instructor and they will provide you with resources (e.g., the UNO CEHHS Instructional Technology Office: 402-554-2939).

Section IV: Internship Requirements

Direct and Indirect Hours (CACREP 3.F, G).

COUN 8250/8260 practicum students must complete at least 130 direct client contact hours for at least 300 total clock hours during each semester of internship.

Interns should give considerable forethought to the amount of time required to complete direct and indirect hours, including how to balance internship requirements with other personal and professional commitments. To obtain the required direct hours, interns are expected to devote approximately 20 hours per week to practicum, including supervision. Additional hours may be required given the tendency for client no-shows and cancellations. It is the student's responsibility to communicate their hours needs to their site supervisor and adjust their schedules accordingly.

Individual/Triadic and Group Supervision: (CACREP 3.H, I)

Interns are required to have one hour of individual/triadic supervision per week with the

site supervisor for a minimum of 15 hours with a site supervisor or counselor education faculty member in the role of site supervisor and 1.5 hours of group supervision with the faculty supervisor (course instructor) per week. Site supervisors must be licensed mental health practitioners in the state where the student is completing their practicum and have at least two years of experience.

COUN 8250/8260: Hours and Supervision Requirements

Direct Hours (CACREP 3.F, G)

- **130 hours minimum**
 - Individual, couples, group, crisis counseling or psychoeducation
 - Biopsychosocial interview, intake assessment
 - Co-therapy with supervisor or another clinician. Student must be an active/consistent participant (co-therapist/minimum) in a session to count as direct hour.

Indirect Hours (CACREP 3.F)

- **Total direct + indirect hours must equal a minimum of 600 clock hours. If 260 direct hours are accrued, 340 indirect hours would be necessary. If 300 direct hours are accrued, 300 indirect hours would be required and so forth.**
 - Shadowing another provider in session
 - Case management, including documentation and treatment planning.
 - Research or professional readings consistent with site and client population.
 - Review of client files, case documentation, and session recordings
 - Individual/triadic and group supervision. This includes case presentations.
 - Attendance at staff meetings
 - Case consultation with site staff or community stakeholders (referrals, psychiatry, etc.).

Individual or Triadic Supervision (CACREP 3.H)

- **1 hour week minimum; 15 hours minimum per semester**
 - Face-to face supervision with licensed site supervisor. Site supervisor(s) must be approved by the Clinical Training Director.
 - If triadic format, no more than two students are permitted.
 - Tele-supervision is allowable, but site supervisors are expected to be on-site unless otherwise addressed with the student.
 - Interns are not allowed to see clients or engage in other clinical responsibilities if they are not receiving the appropriate supervision each week.
 - Review video or audio recording of client sessions. Live supervision must be substituted if video/audio recording is not permitted by the site. Site supervisors must complete/sign Appendix N *Live Supervision* for all live supervision sessions and provide a copy to practicum students and faculty supervisors for their clinical file. (CACREP 3.B)
 - Minimally, interns must have the ability to directly communicate with the verified site supervisor(s) while on site. When this is not possible, interns will

be restricted to indirect hours while on site.

Group Supervision with Counselor Education Course Faculty (CACREP 3.I)

- **Minimum 1.5 hours weekly**
 - Group supervision = remote synchronous supervision with course instructor and three or more internship students in class.
 - Weekly class periods are recorded under indirect services
 - Group supervision hours are independent of required individual/triadic hour requirements.
 - Additional supervision may be required at the discretion of the course instructor, site supervisor, Clinical Training Director, and/or the Graduate Review Committee.

Section V: Evaluation (CACREP 3.C)

Formative Evaluation

Consistent, on-going evaluation of student's performance on-site or in the classroom. Formative evaluation may come from the course instructor, site supervisor, the Clinical Training Director, the department chair, or the Graduate Review Committee. Formative evaluation may be in verbal or written form and should be documented. The site supervisor and faculty supervisor will also provide formative evaluation by completing Appendix H: Supervisor and Faculty Evaluation of Student at midterm.

Summative Evaluation

Includes the formal, written final evaluation of the student by the site supervisor and faculty supervisor. Interns are responsible for informing site supervisors of the due dates for the final evaluation and providing site supervisors with the proper evaluation forms. The site supervisor and the faculty supervisor will also provide a summative evaluation by completing Appendix H: Supervisor and Faculty Evaluation of Student at the end of the course.

Procedures for formative and summative evaluation:

1. Interns must meet face-to-face with their site supervisors to review their evaluations prior to submitting their mid-term and final summative evaluations to their faculty supervisor.
2. Faculty instructors will complete the Supervisor and Faculty Evaluation of Student at midterm and the end of the course.
3. Evaluation forms must be signed/dated by the site supervisor and student prior to submission. Documents not signed by both will not be accepted.
4. When interns are unable to provide video/audio recordings from clients for required in-class presentations, Appendix N Live Supervision Evaluation must be complete

Supplemental Evaluations

Site and faculty supervisors may submit supplemental written evaluations. Concerns to document in supplemental evaluations may range from an isolated event to a pattern of personal or unprofessional/unethical conduct or performance. Supplemental evaluations (Appendix M: Supplemental Evaluation) should be shared with the student, and the student has the right to respond in writing to the evaluation.

Grading Guidelines

A grade of B or better is required in COUN 8250 to receive permission to enroll in COUN 8260. Please note that instructors have the discretion to utilize a +/- grading scale per the university registrar website: <https://www.unomaha.edu/registrar/students/grading-grades/uno-grading-scale.php>.

A grade of “A” is consistent with the student demonstrating counseling skills, knowledge, and personal/professional behavior that clearly and consistently meets or exceeds what is considered developmentally and professionally appropriate by the UNO Counseling Department, CACREP, and the ACA code of ethics.

A grade of “B” is consistent with the student clearly and consistently demonstrating counseling skills, knowledge, and personal/professional conduct consistent with the developmental and professional expectations of the UNO Counseling Department, CACREP, and the ACA code of ethics.

A grade of “C” is consistent with counseling skill, knowledge, and personal/professional behavior considered to be below what is considered developmentally and professionally appropriate by the UNO Counseling Department, CACREP, and the ACA code of ethics. A “C” grade in COUN 8220 necessitates that the student re-take the course. The student will be required to provide evidence they are prepared to successfully complete COUN 8220 and that their GPA is a B average or above per policy of the [Graduate College Quality of Work Standards](#) prior to being granted permission to re-enroll in the course. The student may not be able to re-enroll in COUN 8220 the following academic semester depending on course enrollment issues.

A grade of “D” or “F” is consistent with evidence of a student’s inability to demonstrate the skills, knowledge, and personal/professional behavior considered developmentally and professionally appropriate by the UNO Counseling Department, CACREP, and the ACA code of ethics. A student receiving a grade of “D” or “F” grade in COUN 8220 will be automatically dismissed from the program as per policy of the [Graduate College Quality of Work Standards](#).

Section VI: Documentation and Appendices

Due one week prior to official start date of COUN 8220 semester

- a. Appendix B: Student & Internship Site Information
- b. Appendix C: Site Supervisor Information (CACREP 3.N, P)
- c. Appendix D: Attestation (CACREP 3.P, R)

- d. Submission process: provide electronically to faculty supervisor and administrative associate for filing.
- a. facilitate the process of virtual written informed consent.

Due weekly:

1. Appendix G: Internship Hours Log (CACREP 3. F, G). In lieu of Appendix G, the auto-calculating excel hours template provided by the department may be utilized.
2. Submission process: upload to Canvas course.

Due at mid-term & end of semester

1. Appendix H: Supervisor and Faculty Evaluation of Student (CACREP 3.C)
2. Submission process: after review with site and faculty supervisors, all signed evaluations should be provided electronically to the faculty supervisor and the office associate for relabeling and filing.

Due last week of semester

- Appendix I: Student Evaluation of Site (CACREP 4.B)
- Appendix J: Student Evaluation of Site Supervisor (CACREP 4.B, K)
- Appendix K: Student Evaluation of Course Instructor (CACREP 4. K)
- Appendix L: Summary of Internship Hours (CACREP 3. F, G)
- Submission process: all signed documents should be electronically provided to faculty supervisor and administrative associate for filing.

Completed at instructor/site supervisor discretion

- Appendix M: Supplemental Evaluation (CACREP 3.C)
- Appendix N: Live Supervision Evaluation (CACREP 3.B)
- Submission process: provide electronic copies to faculty supervisor and office associate for filing.

Appendix B

Student & Internship Site Information Department of Counseling University of Nebraska at Omaha

Date of Application: _____

Term of Enrollment (circle): Fall 20____ Spring 20____ Summer 20____

Student Information

Name: _____

Address: _____

Phone: _____

UNO Email (required*) _____

Emergency Contact:

Name : _____

Phone: _____

Email: _____

Internship Site Information

Organization/Company: _____

Department/Program: _____

Site Supervisor: _____

Site Supervisor Phone _____

Site Supervisor Email: _____

Site Address: _____

Appendix C

Site Supervisor Information (CACREP 3.N, P) Department of Counseling University of Nebraska at Omaha

Note: A copy of site supervisor's valid Nebraska licensure is required. If practicum is outside NE, site supervisor must be licensed in that state. Supervisors must have 2 years of experience.

Primary Site Supervisor

Name _____

Title/Position: _____

Degree: _____

Background: Counseling Social Work Psychology
 Marriage & Family Other: _____

Professional License #/Certification #: _____

Specialization Area: _____

Address: _____

Phone (office): _____

Email (Work): _____

Secondary Site Supervisor (As Needed)

Name _____

Title/Position: _____

Degree: _____

Background: Counseling Social Work Psychology Marriage & Family Other:

Professional License #/Certification #: _____

Specialization Area: _____

Address: _____

Phone (office): _____

Email (Work): _____

Appendix D

Attestation

(CACREP 3. P, R)

**Department of Counseling
University of Nebraska at Omaha**

My signature below verifies I have read and agree to the policies, procedures, and requirements of COUN 8220 as outlined in this manual.

Student: _____ Date: _____

Site Supervisor: _____ Date: _____

Appendix G

COUN 8220 Hours Log
(CACREP 3. F, G)
Department of Counseling
University of Nebraska at Omaha

Student: _____ Site: _____							
Week: _____							
Page: _____ of _____							
Date Activity		Direct Service Hours			Indirect Service Hours		
		Individual Counseling	Group Counseling	Other Direct Services	Individual & Triadic Supervision	Group Supervision	Other Indirect Services
Total Hours		Direct Hours, Week ____:			Indirect Hours, Week ____:		
		Total Previous Direct Hours:			Previous Indirect Hours:		
		Total Direct Hours:			Total Indirect Hours:		
					Total Practicum Hours to Date:		

Student: _____ DATE: _____

Site Supervisor: _____ DATE: _____

COUN 8220 Instructor: _____ DATE: _____

Appendix H

Supervisor and Faculty Evaluation of Student (CACREP 3. C) Department of Counseling University of Nebraska Omaha

Name of Student: _____

Internship Site: _____

Name of Evaluator _____

Role _____

Course: 8220 Practicum _____ 8250 Internship _____ 8260 Advanced Internship _____

Type of Evaluation: Mid-Term: _____ End of Semester: _____

The Practicum/ Internship courses address a broad range of experiences that are consistent with the work of licensed professional counselors/mental health practitioners. In accordance with UNO Counseling Department requirements and national accreditation standards (CACREP, 2016). Students are required to have both a mid-term and end of semester evaluation from their site supervisor and course faculty to assess counseling performance and ability to integrate and apply the knowledge gained across counseling courses. Each evaluation is an important element of the student's personal and professional development. Site supervisor evaluations also provide vital performance indicators that course faculty utilize in determining the student's final grade. (CACREP 3.C)

Directions for Supervisors and Faculty

In "Score" column, score the student on Counseling Skills, Professional Behavior, and Clinical Tasks using the following scoring guidelines **and** the developmental skill expectations of the course.

- **3=Exceeds Expectations:** the student demonstrates **consistent** knowledge, skills, and behaviors in the specified counseling skill(s), counseling professional behavior, and counseling case conceptualizations.
- **2=Meets Expectations:** the student demonstrates, **minimally**, knowledge, skills, and behaviors in the specified counseling skill(s), counseling professional behavior, and counseling case conceptualizations.
- **1=Does Not Meet Expectations or Not Observed:** the student demonstrates **limited** to **no evidence** of the knowledge, skills, and behaviors in the specified counseling skill(s), counseling professional behavior, and counseling case conceptualizations; Supervisor did not observe.

Counseling Skills

Score	Counseling Skill(s)	Specific Counseling Skills Descriptors	Exceeds Expectations (3)	Meets Expectations (2)	Does Not Meet Expectations (1)
	Nonverbal Skills	Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc.	Demonstrates effective nonverbal communication skills for the majority of counseling sessions.	Demonstrates inconsistency in his or her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.
	Encouragers	Includes Minimal Encouragers & Door Openers such as "Tell me more about...", "Hmm"	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship.	Demonstrates inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.
	Questions	Use of Appropriate Open & Closed Questioning (e.g., <i>avoidance of double questions, asking initial intake/interview questions</i>)	Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions.	Demonstrates inconsistency in using open-ended questions & may use closed questions for prolonged periods.	Demonstrates limited ability to use open-ended questions with restricted effectiveness.
	Reflecting Paraphrasing	Basic Reflection of Content – Paraphrasing	Demonstrates appropriate use of paraphrasing (majority of counseling sessions).	Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.	Demonstrates limited proficiency in paraphrasing or is often inaccurate.
	Reflecting Reflection of Feelings	Reflection of Feelings	Demonstrates appropriate use of reflection of feelings (majority of counseling sessions).	Demonstrates reflection of feelings inconsistently & is <i>not</i> matching the client.	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.
	Reflecting Summarizing	Summarizing content, feelings, behaviors, & future plans	Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions).	Demonstrates inconsistent & inaccurate ability to use summarization.	Demonstrates limited ability to use summarization (e.g., summary suggests counselor did <i>not</i> understand clients or is overly focused on content rather than process).
	Advanced Reflection (Meaning)	Advanced Reflection of Meaning, including Values and Core Beliefs (<i>taking counseling to a deeper level</i>)	Demonstrates ability to use advanced reflection effectively, supporting increased exploration in session (majority of counseling sessions).	Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.	Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.
	Confrontation	Counselor challenges clients to recognize & evaluate inconsistencies.	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion (can confront, but hesitant) or was <i>not</i> needed; therefore, appropriately <i>not</i> used (majority of counseling sessions).	Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in clients' words &/or actions in a supportive fashion. Used minimally/missed opportunity.	Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.
	Focus of Counseling	Counselor focuses (or refocuses) clients on their therapeutic goals	Demonstrates ability to focus &/or refocus counseling on clients' goal attainment (majority of counseling sessions).	Demonstrates inconsistent ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on clients' therapeutic goal attainment.
	Facilitate Therapeutic	Expresses accurate empathy & care.	Demonstrates ability to be empathic & uses	Demonstrates inconsistent ability to be	Demonstrates limited ability to be empathic &/or

	Environment: <i>Empathy & Caring</i>	Counselor is "present" and open to clients.	appropriate responses (majority of counseling sessions).	empathic &/or use appropriate responses.	uses appropriate responses.
	Facilitate Therapeutic Environment: <i>Respect & Compassion</i>	Counselor expresses appropriate respect & compassion for clients	Demonstrates ability to be respectful, accepting, & compassionate with clients (majority of counseling sessions).	Demonstrates inconsistent ability to be respectful, accepting, & compassionate with clients.	Demonstrates limited ability to be respectful, accepting, &/or compassionate with clients.

Comments:

Professional Behaviors

Score	Counseling Disposition & Behaviors	Specific Counseling Professional Behavior Descriptors	Exceeds Expectations (3)	Meets Expectations (2)	Does Not Meet Expectations (1)
	Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies.	Demonstrates ethical and professional behavior & judgment that exceeds expectations.	Demonstrates consistent ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.
	Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others. Knows and applies evidence based practices when working with clients.	Demonstrates professional behavior that is appropriate within <i>all</i> professional interactions.	Demonstrates appropriate behavior within the majority of professional interactions. Evidence of need to address professional behavior in one or more areas.	On more than one occasion or in more than one situation, demonstrated evidence of behavior inconsistent with the expectations of a licensed mental health professional;
	Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent, appropriate boundaries with supervisors, peers, & clients.	Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients.	Demonstrates inappropriate boundaries with supervisors, peers, & clients.
	Knowledge & Adherence to Site and Course Policies	Demonstrates an understanding & appreciation for <i>all</i> counseling site and course policies & procedures.	Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates limited adherence to counseling site and course policies & procedures, including attendance and engagement.
	Record Keeping & Task Completion	Completes <i>all</i> weekly record keeping & tasks correctly & promptly	Completes <i>all</i> required record keeping, documentation, and tasks in a competent & timely fashion.	Completes <i>all</i> required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.

	Multicultural Competence in Counseling Relationship	Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.), awareness of, and responsiveness to ways in which culture interacts with the counseling relationship.	Demonstrates appropriate behavior/multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients/staff/supervisor.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients/staff/supervisor.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients/staff/supervisor
	Emotional Stability & Self-control	Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients.	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients.
	Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.
	Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates openness to supervisory &/or instructor feedback; however, does <i>not</i> implement suggested changes.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does <i>not</i> implement suggested changes.
	Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations.	Demonstrates consistent ability to adapt & “reads-&-flexes” appropriately.	Demonstrated an inconsistent ability to adapt & flex to his or her clients’ diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients’ diverse changing needs.
	Congruence & Genuineness	Demonstrates ability to be present and “be true to oneself”.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).
	Wellness & Self-Care	Demonstrates ability to partake in wellness-related activities to maintain a sense of balance and overall well-being and promote wellness in clients.	Demonstrates consistent ability to incorporate wellness-related behaviors in order to maintain overall well-being and promote wellness in clients and others.	Demonstrates inconsistent ability to incorporate wellness-related behaviors in order to maintain overall well-being and promote wellness in clients and others.	Demonstrates a limited ability to incorporate wellness-related behaviors in order to maintain overall well-being and promote wellness in clients and others.

Comments:

Clinical Tasks & Activity

Score	Case Conceptualization Components	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations (3)	Meets Expectations (2)	Does Not Meet Expectations (1)
	Clinical Interview/Intake	Demonstrates the ability to conduct an appropriate intake interview. Screens for aggression, harm to self, harm to others, suicidality.	Demonstrates ability to establish a culturally and developmentally appropriate clinical interview with clients.	Demonstrates inconsistent ability to establish a culturally and developmentally appropriate clinical interview with clients.	Demonstrates limited ability establish a culturally and developmentally appropriate clinical interview with clients.
	Diagnostic Impression	Demonstrates the ability to derive an appropriate (i.e., developmentally and culturally) diagnostic impression using current DSM.	Demonstrates appropriate ability to derive and code an accurate diagnostic impression of a client's current symptoms and clinical presentation based on current DSM.	Demonstrates inconsistent ability to derive and code a diagnostic impression of a client's current symptoms and clinical presentation based on current DSM.	Demonstrates limited or poor ability to derive and code a diagnostic impression of a client's current symptoms and clinical presentation using current DSM.
	Goal Setting	Counselor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals (S.M.A.R.T. goals)	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions)	Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with clients.	Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with clients.
	Establishing Measurable Objectives/outcomes	Established measurable objectives that relate to the treatment plan and S.M.A.R.T. goals.	Demonstrates ability to construct measurable objectives that relate to the treatment plan and S.M.A.R.T. goals.	Demonstrates inconsistent ability to construct measurable objectives that relate to the treatment plan and S.M.A.R.T. goals.	Demonstrates limited ability to construct measurable objectives that relate to the treatment plan and S.M.A.R.T. goals.
	Use of evidence-based interventions	Demonstrates ability to identify and use appropriate counseling strategies with clients with addiction and co-occurring disorders.	Demonstrates above average ability to identify & implement appropriate evidence-based interventions consistent w/client treatment goals/objectives	Demonstrates average ability/developmentally appropriate ability to identify & implement appropriate evidence-based interventions consistent w/client treatment goals/objectives	Failure to demonstrate or demonstrates below average ability to identify & implement appropriate evidence-based interventions consistent w/client treatment goals/objectives
	Identifying Appropriate Stage of Change/Client Level of Care	Demonstrates the ability to identify the appropriate client stage of change; Demonstrates the understanding of clinically appropriate level of care consistent with the least restrictive environment emphasis	Demonstrates above average ability to identify the appropriate client stage of change; Demonstrates above average understanding of clinically appropriate levels of care consistent with the least restrictive environment emphasis.	Demonstrates inconsistent ability to identify the appropriate client stage of change; Demonstrates inconsistent understanding of clinically appropriate levels of care consistent with the least restrictive environment emphasis.	Demonstrates limited or no ability to identify the appropriate client stage of change; Demonstrates limited or no understanding of clinically appropriate levels of care consistent with the least restrictive environment emphasis.

	Appropriate Use of Theoretical Orientation	Demonstrates appropriate use of theoretical orientation and applies it effectively with diverse client situations.	Demonstrates appropriate application of theoretical orientation and application with diverse client situations the majority of the time.	Demonstrates inconsistent application of theoretical orientation and application with diverse client situations.	Demonstrates limited application of theoretical orientation and application with diverse client situations.
	Case Conceptualization (overall)	Is able to conceptualize an accurate multi-axial/non-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	Demonstrates above average ability to conceptualize an accurate multi/non-axial diagnosis presented by a client and discuss the differential diagnosis with collaborating professionals.	Demonstrates average/developmentally-appropriate ability to conceptualize an accurate multi/non-axial diagnosis presented by a client and discuss the differential diagnosis with collaborating professionals.	Demonstrates failure or limited ability to conceptualize an accurate multi/non-axial diagnosis presented by a client and discuss the differential diagnosis with collaborating professionals.

Comments:

Strengths:

Areas for growth:

Practicum Student's Signature

Date

Site Supervisor's Signature

Date

COUN 8220 Instructor Signature

Date

Appendix I

Student Evaluation of Site (CACREP 4.B) Department of Counseling University of Nebraska at Omaha

Student's Name: _____

Semester: _____

Site: _____

Site Supervisor: _____

Scale (circle)

3: Exceeds Expectations 2: Meets Expectations 1: Does Not Meet Expectations

3 2 1 I received an orientation to my Practicum site.

3 2 1 I was provided initial and on-going training surrounding site policies and procedures and the expectations and parameters of my role, responsibilities, and opportunities on site.

3 2 1 I was provided reasonable physical space to provide counseling with appropriate confidentiality.

3 2 1 I was regularly assigned clients (or allowed to recruit clients) at this site and allowed to develop an appropriate caseload.

3 2 1 I had difficulty gaining sufficient direct hours at this site to complete my direct hours requirements.

3 2 1 I had difficulty obtaining opportunities to participate as a co-leader or a leader of counseling groups at this site.

3 2 1 I had difficulty obtaining the necessary equipment and physical arrangements to video record at this site.

3 2 1 I was treated with professional respect by all staff members at this site.

3 2 1 I received at least 1 hour of clinical supervision on-site each week.

3 2 1 I felt supported in my clinical decision-making.

3 2 1 This site provided me with adequate resources to continue my professional

development.

3 2 1 This site provided me with opportunities for learning and applying various counseling theories and techniques.

3 2 1 This site provided me with opportunities to work with clients of diverse backgrounds in the community.

3 2 1 I would recommend this site for future UNO practicum students.

Additional Comments:

Student: _____

Date: _____

COUN 8250/8260 Instructor: _____

Date: _____

Appendix J

Student Evaluation of Site Supervisor

(CACREP 4. B, K.)

Department of Counseling

University of Nebraska at Omaha

Student Name: _____ DATE _____

Site: _____

Site Supervisor: _____

Scoring

3: Exceeds Expectations 2: Meets Expectations 1: Does Not Meet Expectations

_____ My site supervisor worked to ensure I was able to complete my required direct client contact hours.

_____ Site supervisor met and/or otherwise communicated with me in timely manner when I requested it.

_____ Site supervisor helped me identify and work on appropriate learning goals for my practicum experience.

_____ Site supervisor kept my regularly scheduled one hour of face-to-face Individual/triadic supervision.

_____ Site supervisor assisted me in clarifying and developing/applying my own theoretical orientation.

_____ Site supervisor was helpful in expanding my case conceptualization abilities (e.g., theory, treatment planning, stages of change, cultural factors, ethical considerations, etc.).

_____ Site supervisor modeled and helped me become a more reflective practitioner.

_____ Site supervisor provided a supportive and challenging environment where I felt able to address my strengths and challenges.

_____ I felt confident in my site supervisor's level of skill and knowledge.

Additional Comments (please use back of/additional page for comments)

Appendix K

Student Evaluation of Course Instructor (CACREP 4. K) Department of Counseling University of Nebraska at Omaha

Student Name: _____ DATE _____
Course Instructor: _____

Scoring

3: Exceeds Expectations 2: Meets Expectations 1: Does Not Meet Expectations

- _____ Instructor met &/or communicated with me in timely manner when I requested it.
- _____ Instructor helped me identify and work on appropriate learning goals for my practicum experience.
- _____ Instructor was prompt and prepared for the weekly COUN 8220 group supervision.
- _____ Instructor assisted me in clarifying and developing/applying my own theoretical orientation.
- _____ Instructor was helpful in expanding my conceptualization abilities (e.g., theory, treatment planning, stages of change, cultural factors, ethical considerations, etc.).
- _____ Instructor served as a professional role model
- _____ Instructor provided a supportive and challenging environment where I felt able to address my strengths and challenges.
- _____ I felt confident in my instructor level of skill and knowledge.

Additional Comments (please use other side/additional paper if necessary):

Appendix L

Summary of Internship Hours (CACREP 3.F, G) **University of Nebraska at Omaha** **Counseling Department**

STUDENT'S NAME: _____

SITE: _____

SITE SUPERVISOR: _____

SEMESTER: _____

Instructions: Practicum students are responsible for maintaining the currency and accuracy of this form. Appendix L must be submitted to the course instructor upon completion of Practicum. The log will be kept in the student's clinical file and creates a record that may be requested by accreditation, certification, and licensing organizations. Students are strongly encouraged to maintain a copy of All Practicum appendices, and a particularly a signed Appendix L.

PRACTICUM LOG SUMMARY FOR: Fall 20____ Spring 20____ Summer 20____

Month	Direct Service Hours			Indirect Service Hours		
	Individual Counselin	Group Counseli	Other Direct	Individual Supervisi	Group Supervisio	Other Indirect

Totals						
	Total Direct Hours:			Total Indirect Hours:		
				Total Internship Hours		

Student: _____ Date: _____

Site Supervisor: _____ Date: _____

COUN 8220 Instructor: _____ Date: _____

Appendix M
Supplemental Evaluation
(CACREP 3.C)
Department of Counseling
University of Nebraska at Omaha

Name of Evaluator: _____

Date: _____

Evaluator's Organization: _____

Position of Evaluator: _____

Student Evaluated: _____

Time Period Involved: _____

Reason(s) for Supplemental Evaluation: (please use additional paper as needed)

Attestation

Site Supervisor

Date

COUN 8220 Instructor

Date

COUN 8220 Student

Date

COUN 8220 student has right to submit written response to this evaluation to the site supervisor, faculty supervisor, and Clinical Training Director.

Appendix N

Live Supervision (CACREP 3.B) Department of Counseling University of Nebraska at Omaha

Student: _____
Site/Program: _____
Client: _____

Client Session #: _____ Live Supervision Session #: _____

Type of Service: Individual Counseling _____ Group Counseling _____
 Family/Couples _____ Crisis Counseling _____
 Clinical Interview _____
 Other: _____

Please provide written feedback on proficiency with:

1. Basic counseling skills (micro skills):

2. Theoretically driven interventions in session:

3. Diagnostic impressions (DSM-5 TR):

4. Treatment planning

Strengths:

Growth Areas:

Attestation

By signing this document, I attest that I have reviewed this document with my site supervisor. I also understand I have the right to provide a written response to any information contained in this document and that a copy of my response will be provided to the site supervisor and Practicum instructor.

UNO Counseling Student

Date

By signing this document, I attest that I have reviewed the information contained in this document with the above signed UNO Counseling student and have provided a hard copy of the document for the student to provide to their Practicum instructor.

Site Supervisor

Date