



COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
COUNSELING DEPARTMENT

INTERNSHIP MANUAL

STUDENT AFFAIRS IN HIGHER EDUCATION



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Section I: Purpose & Expectations

The SAHE COUN 8450 course (Internship I, II, & III if necessary) provides opportunities for students to demonstrate competence with increasingly complex and diverse client caseloads. SAHE COUN 8450 interns will provide direct and indirect counseling and student affairs services under the supervision of UNO Counseling Department instructors and licensed mental health professionals at their respective internship sites. Internship experiences may include working in diverse settings related to higher education, focusing on both personal and professional development. In particular, attention is given to the continued development and refinement of counseling skills, skills directly related to working in student affairs and higher education settings, and the provision of ethically and culturally competent counseling services to diverse students/clients.

This manual describes the policies and procedures for SAHE COUN 8450. Documents required for the successful completion of the course are provided with appropriate timelines for submission as needed. All UNO Counseling Department instructors, SAHE COUN 8450 interns, and site supervisors must abide by the policies and procedures herein. The UNO Counseling Department's Student Affairs in Higher Education (SAHE) program aligns with the National Association of Student Personnel Administrators (NASPA) guidelines for practice.

Key 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.

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 COORDINATOR – a member of the faculty appointed to coordinate the administrative aspects of the program's Internship and Internship courses.

SITE SUPERVISOR – a licensed mental health professional serving as the immediate and direct supervisor of the Internship student at the site.

Professionalism

SAHE COUN 8450 interns are expected to act and dress in a professional manner at all times at their site and in the classroom. Professionalism also includes, but is not limited to:

1. Punctuality to all SAHE COUN 8450 classes and supervision sessions (individual/triadic);
2. Punctuality to all SAHE COUN 8450 site activities including, but not limited to: Counseling sessions, clinical supervision, meetings/staffing, etc.);
3. Professional attire at internship site is expected, consistent with site policies and culture;
4. Openness to constructive feedback from peers, instructors, site supervisors/managers,

- and site/program staff;
5. Completion of all required course and site-related documentation in accordance to course and site deadlines, respectively;
 6. On-site engagement for full/official SAHE COUN 8450 semester regardless of number of completed direct/indirect hours;
 7. Adherence to current American Counseling Association (2014) ethical standards, NASPA guidelines for practice, and UNO Counseling Department/UNO student code of conduct.

UNO Holiday and Weather Closure Schedule

SAHE COUN 8450 interns may continue to see clients for direct service hours during official UNO holidays/semester break/weather closures/student holidays with the written approval of an approved site supervisor (Appendix O). This policy assumes the student's approved site supervisor will be on-site during these dates/times.

Section II: Policies & Procedures

Prerequisites

A minimum grade point average of 3.00 (“B” average) on all counseling graduate work and completion of *all* Year One SAHE courses are required for enrollment in SAHE COUN 8450. Additionally:

- A grade lower than a “B” in SAHE COUN 8450 will require the student to re-take SAHE COUN 8450 at a time and under the parameters determined by the SAHE program coordinator. The SAHE program coordinator will make this decision following review of the students Year One grades and subsequent discussions with the student and the student’s SAHE COUN 8450 course instructor, faculty advisor, and site supervisor.

Enrollment

Enrollment in SAHE COUN 8450 requires a permit from the Department Chair.

Due to faculty/student ratios, **enrollment in SAHE COUN 8450 is limited and not guaranteed.** Enrollment in SAHE COUN 8450 may also be delayed if/when department faculty finds that a student has engaged in or displayed conduct that is inconsistent with departmental and/or professional counseling and NASPA standards (ethical/academic/personal). Priority enrollment for SAHE COUN 8450 is given to full and part-time students who have maintained consistent progress toward their degree and completed their Year One coursework with an average grade of B or better. Prospective SAHE COUN 8450 interns in good academic standing with the department unable to enroll due to enrollment limits will be prioritized for enrollment the following semester to ensure consistent progress toward their degree.

Internship Site(s)

While faculty advisors and the SAHE clinical coordinator will assist students in identifying sites, SAHE COUN 8450 interns are responsible for securing their internship placement. This includes identifying and contacting a site, securing/completing an interview (if required by the site), and formally accepting or declining any offer from a site. Students should meet with their advisor and/or the SAHE Clinical Coordinator well in advance of their SAHE COUN 8450 semester to discuss possible sites.

Internship Site List

- The department’s “**Internship Site List**” is found on the department’s webpage and, while updated each summer, should not be considered a complete list.
 - **Students are not allowed to accept internship sites not on the department’s posted internship list without approval of the SAHE Clinical Coordinator.**
- Potential sites not listed on the official internship site list should be brought to the immediate attention of SAHE Clinical Coordinator (CC).
 - The CC will work with the student to contact the potential site in order to

confirm the site's viability for internship.

Additional Items

1. **Internship is competitive and not guaranteed.** When necessary, students should begin the process of identifying and securing a site as early as possible during the semester prior to their expected SAHE COUN 8450 enrollment.
2. **Internships are unpaid.** Some sites may offer a stipend, which may be allowed with the approval of the clinical coordinator. SAHE COUN 8450 interns should contact the clinical coordinator immediately if a site offers any/all type of financial incentive.
3. **Students cannot use a current job for Internship hours.** However, students may complete an internship at their current place of employment under the following parameters:
 - a. The site/position is verified by the clinical coordinator and aligns with all Internship guidelines in this manual.
 - b. **The internship position is qualitatively distinct from the student/student's current position as an employee of the site. This distinction will be made by the Clinical Coordinator.**
 - c. The site/activities is/are consistent with the activities of a SAHE professional (i.e., individual, group, crisis counseling, biopsychosocial assessment, documentation, working with students, advising, etc.) --not a paraprofessional position.
 - d. Violation of any/all of these requirements may result in immediate termination from SAHE COUN 8450 and a mandated review of student's actions by the department.
4. All contact with a site, beginning with your initial phone call, requires professional behavior (you could be talking to your future employer!)
5. SAHE COUN 8450 interns should provide site supervisor(s) with the UNO Counseling Department website and link to the SAHE internship manual.
**Students should be prepared to provide potential site supervisor(s) with a hard copy of the internship manual if requested.
6. SAHE COUN 8450 interns are expected to be knowledgeable of Internship requirements at all times-and when interviewing for an Internship position (e.g., direct/indirect hours, supervision needs, documentation, course requirements, etc.).

Background Check

The Counseling Department does not require a background check for SAHE COUN 8450. However, students may be subject to a background and/or substance use screen by their potential clinical site.

Professional Liability Insurance

SAHE COUN 8450 interns must provide written verification of professional liability insurance at the first week of the semester and will be maintained as part of the student's official clinical file. SAHE COUN 8450 interns should remember that liability insurance is generally based on 1-year intervals. 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).

Site Orientation

SAHE COUN 8450 interns may be required to attend an official orientation at their site. Students are allowed to complete these orientations prior to the official start of their SAHE COUN 8450 semester; however, *students shall refrain from any/all direct client contact at their internship site until the official start of the academic semester and permission is provided by their SAHE COUN 8450 course instructor.*

On-Site Video-Recording & In-Class Presentation

The following procedure are mandated to ensure on and off-site video/audio recordings of clients for SAHE COUN 8450 requirements are HIPAA compliant. SAHE COUN 8450 interns should refer their site supervisors to the Clinical Coordinator (Dr. Blount; ablount@unomaha.edu) for additional information regarding these procedures.

Procedure:

After securing written consent from client and or legal guardian:

1. SAHE COUN 8450 intern checks out Ipad from College of Education Technology Office (Roskens Hall 405; 402-554-2939). May need to reserve Ipad in advance.
 - i. No personal recording devices are allowed (phone/computer/ipad, etc).
2. SAHE COUN 8450 intern video/audio records session on COE Ipad.
3. Following session, **and prior to leaving the internship site**, the SAHE COUN 8450 intern must complete the following procedures:
 - a. Download the session directly from COE Ipad into the UNO HIPAA-compliant **“Box”** system (See Appendix P: Ipad/Box Procedures)
 - b. Confirms session is in the “Box” system w/non-identifying name.
 - c. Upon confirmation of session, intern deletes the session/empties trash from the COE Ipad. This must be done before leaving the internship site.
 - d. Student returns Ipad to COE Technology Office; Technology Office will re-boot Ipad, completely erasing session from Ipad.
4. For in-class presentation, SAHE COUN 8450 intern accesses the recorded session in “Box” & presents their case.
5. Immediately following the conclusion of student’s presentation, the student deletes (and confirms) the recorded session is deleted from their “Box” account.

***Please note that COVID-19 and related issues may influence Video Recording/Presentations procedures. You will discuss updates/changes in your SAHE COUN 8450 course.

Termination from Site

The UNO Counseling Department-and all internship sites associated with the UNO Counseling

Department-retain the right to terminate a SAHE COUN 8450 student prior to or during the internship semester if it is determined by the UNO Counseling faculty and/or site supervisor(s)/administrator(s) to be in the best interest of the student, site, client(s), the UNO Counseling Department, and/or any other invested party. The process for addressing a potential termination is as follows:

- a. During the SAHE COUN 8450 semester, SAHE COUN 8450 course instructors and site supervisors/administrators are responsible for identifying student issues that may require intervention by the COUN 8450 instructor, site, and/or COUN department. SAHE COUN 8450 Instructors and/or site supervisors/administrators shall document their concerns using Appendix M: Supplemental Evaluation and provide a copy to the appropriate other parties (i.e., SAHE COUN 8450 or site supervisor(s)/administrators).
- b. The SAHE COUN 8450 course instructor will seek to resolve the issue/concern directly with the identified intern and site supervisor/admin.
- c. If a satisfactory resolution is not achieved between the SAHE COUN 8450 instructor and student/site, the SAHE COUN 8450 instructor will report the issue/concern to the Clinical Coordinator. All documentation/communication concerning the issue/concern will be provided to the Clinical Coordinator.
- d. The Clinical Coordinator will seek to resolve the issue/concern. 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: (a) initial issue(s) leading to termination, (b) attempts made to resolve the issue, and (c) the final reason for termination. All documentation will become part of the student's official clinical file.
- e. If the SAHE intern was terminated from a site due to circumstances outside their control, and the intern's personal and professional conduct is not in question, the clinical coordinator shall help the student find another placement site. However, the UNO Counseling Department 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 Coordinator and/or department chair to address enrollment/tuition/grade related issues.
- f. If the intern was terminated for cause based on their personal and/or professional conduct, the student shall appear before the department's Graduate Review Committee within 7 business days of the site termination date. While the student is required to appear in person, site supervisors/administrators may choose not to attend and may submit written testimony or documentation regarding the site's official termination decision.
 - i. The Graduate Review Committee will review all available information regarding the termination in order to determine what, if any, action should

be taken against the student. Options available to the GRC range from an intentional remediation plan to dismissal from the department. Written notification of the GRC's decision will be provided to the student and additional practicum site stakeholders (i.e., site supervisor/site manager) within 10 business days of the GRC final decision.

Change of Site Supervisor

The following actions must be taken when a change of site supervisor is needed:

- SAHE COUN 8450 intern immediately informs their course instructor of a needed change in their site supervisor.
- SAHE COUN 8450 intern cannot provide direct service hours until a new site supervisor has been approved by the Clinical Coordinator.
- An updated Appendix C must be completed and placed in student's clinical file.

Section III: Roles & Responsibilities

Program and Site

The agreed upon guidelines, roles, and responsibilities between the UNO Counseling Department and the Internship site are noted in the signed Affiliation Agreement. The Clinical Coordinator will work with the site to complete this document. A copy of the official document will be kept in the department.

Ethical, Legal, and Professional Conduct

SAHE COUN 8450 interns and site supervisors/administrators 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.
- NASPA Guidelines for practice.

NOTE: SAHE COUN 8450 interns may also be supervised by Licensed Psychologists, Licensed Social Workers, Licensed Marriage and Family Therapists (LMFT), or Psychiatrists (M.D.'s), and Higher Education Administrators. While there is overlap among professional ethical codes, SAHE COUN 8450 interns are expected to adhere to the American Counseling Association Code of Ethics (2014) at all times. Questions concerning potential discrepancies or misunderstandings regarding ethical standards among different mental health disciplines should be addressed immediately with the course instructors and site supervisors.

Roles & Responsibilities

SAHE COUN 8450 Intern

- Complete and submit all required course and site documentation within timeframe outlined by department in this manual or by site supervisor/administrator.
- Be punctual and prepared for all scheduled classes (and case presentations), client sessions, and individual/triadic supervision.
- Behave and dress in a manner expected of a student affairs and/or higher education professional.
- Know and follow the Internship guidelines and requirements outlined in this manual.
- Learn and abide by the policies and procedures of the Internship site.
- Seek clarification immediately from course instructor, site supervisor, and/or clinical coordinator immediately when unsure on any policy, guideline, or potential action.
- Know and abide by the 2014 ACA Ethical Code at all times.
- Integrate and apply knowledge from all previous courses.
- Create audio/video recordings of sessions for weekly/group supervision. If audio/visual recordings of sessions are not available, work with site supervisor to set up weekly live supervision**.
 - ****Inform course instructor if above standard is not being met at site.**
- Ensure that computers and other electronic devices are compatible with site equipment and have clear/audible video and audio **prior to** presenting cases in class.

SAHE COUN 8450 Course Instructor

- Collect & keep secure all required course documentations and submit to Office Associate (Barb Newell) at completion of semester. These documents include:
 - Required: Appendices A, B, C, D, E, G, H, I, J, K, L
 - PRN: Appendices M, N, O
- Teach the course consistent with the course description given in the UNO Graduate Catalogue and key NASPA standards for the course as determined by the UNO Counseling Department.
- Follow departmental policies/procedures outlined in this manual.
- Model ethical/professional behavior and ensure that SAHE COUN 8450 interns and all relevant stakeholders follow appropriate ethical and legal standards.
- Provide minimum of two (2) hours per week of course instruction/group supervision.
- Ensure student is presenting video/audio recordings for review in class-and completing accompanying written documentation. In cases where student is not allowed to video/audiotape client sessions, supervisor must ensure site supervisor completes and records 1 hour per week of live supervision.
- Complete all required documentation and secure in student's clinical file; Maintain accurate records of all required Internship documents.
- Maintain on-going communication with student's site supervisor (max of 2-week intervals) and complete a minimum one site visit to meet with site supervisor and assess student

performance.

- Document bi-weekly “check-in” communication with intern’s site supervisor.
- Be responsive to the needs of SAHE COUN 8450 interns and site supervisors, including providing prompt responses to all email and phone communications from SAHE COUN 8450 interns, site supervisors, and clinical coordinator.
 - **Note: All email communication between UNO course instructors and SAHE COUN 8450 intern must communicate using their official UNO email addresses.**
- Coordinate with Clinical Coordinator and/or appropriate site personnel when warranted according to policies or procedures (e.g., concerns/issues at site, alleged misconduct (student and/or site personnel, clarification of direct/indirect hours, etc.).
- Challenge SAHE COUN 8450 interns to be critical thinkers as well as ethical and reflective practitioners.
- Complete and submit all required department level program assessment requirements/materials (VIA assessments & Course Level Assessment document).
- Submit final grades through Mavlink in timely manner (1 week post official end of semester).
- Be responsive to UNO Counseling Department clinical coordinator and/or department chair.

SAHE COUN 8450 Site Supervisor(s):

- Ensure SAHE COUN 8450 intern is able to complete required number of direct hour client contact hours. Work with course instructor and/or clinical coordinator as needed.
- Provide minimum one (1) hour of weekly on-site individual/triadic supervision to SAHE COUN 8450 intern.
- Facilitate SAHE COUN 8450 intern’s ability to complete video recorded counseling sessions. If video recording is not allowed at site, provide 1 hour of live supervision per week and complete Appendix F for student’s clinical file.
 - **See: On-Site Video-Recording & In-Class Presentation**
- Site supervisors are responsible for coordinating a replacement/secondary supervisor for UNO Internship student if they will be absent from the site.
- Communicate promptly with student’s course instructor and/or clinical coordinator concerning issues related to student conduct issues (personal and/or professional).
- Complete mid-term and final student evaluations.
- Respond promptly to all email and phone communications from SAHE COUN 8450 interns, site supervisors, clinical coordinator, and/or department chair.
- Maintain proper documentation (e.g., signing hour logs) and complete all required documentation in a timely manner.
- Be aware of and follow all policies and procedures in related to site supervisors in the manual and seek guidance from the Clinical Coordinator and/or Department Chair when necessary.

Section IV: SAHE COUN 8450 Requirements

Direct and Indirect Hours

SAHE COUN 8450 interns must complete a minimum of **120 direct** client contact hours and a minimum of **180 indirect** hours for a minimum of 300 total clock hours (in total across the three semesters of Year Two in the SAHE program). SAHE interns are able to sign up for 1 to 2 credits of Internship per semester, until all hours have been satisfied.

SAHE COUN 8450 interns should give considerable forethought to the amount of time required to complete internship hours and how to balance SAHE COUN 8450 internship requirements with other personal and professional commitments. To obtain the required direct hours, students should expect to be on site at their site between 10-15 hours per week. Additional hours may be required to account for client/student “no-shows”, holidays, weather closures, etc.

Individual/Triadic and Group Supervision:

SAHE COUN 8450 SAHE COUN 8450 interns are required to have **1** hour of individual/triadec supervision per week for a minimum of 15 hours. SAHE COUN 8450 interns cannot “double-up” on supervision hours to make up for missed weekly supervision. Site supervisors shall be licensed mental health practitioners in the state where the student is completing their internship and/or student affairs in higher education professionals, or have a degree within SAHE or a related educational field. Supervisors should have a minimum of two years of professional/clinical experience.

Summary & Clarification of Hours/Supervision

Required Direct Hours

- **120 direct hours, minimum:**
- To be counted as direct, SAHE COUN 8450 intern must be an active participant with a student/client to be counted as a “direct hour”.
 - *NOTE: “Shadowing” = indirect**
- Direct Hours include:
 - Working directly with students/clients (e.g., academic advising, counseling, career exploration, etc.)
 - Individual/Couples/Group/Crisis counseling
 - Biopsychosocial interview/intake assessment
 - Presenting a case at a “staff meeting” or during class (“group supervision”)
 - Other activities as approved by the SAHE Clinical Coordinator.
- SAHE COUN 8450 interns must complete 85% of their direct and indirect hours to receive a letter grade for the course. A grade of “I” may be given if the 85% threshold is not met and students will be required to complete the minimum SAHE COUN 8450 hours prior to receiving a letter grade for SAHE COUN 8450.

Required Indirect Hours

- **180 indirect hours, minimum:**
 - Managing student files/information

- Case management services, including documentation/treatment planning outside of session
- Research/readings consistent with internship site, counselor/SAHE development, and client/student population
- Review of clinical files/student files/documentation
- Review of peer-reviewed literature or other appropriate readings consistent with Internship requirements/client/student population/professional growth
- SAHE COUN 8450 class counts as indirect hours (label as “group supervision” on Appendix F)
- Attendance at staff meetings without presenting a case
- **Note:** Activities such as driving/picking up clients/students from appointments or errands are considered indirect services and should be done only when an employee from the site is the primary driver and the task is directly related to client/student care
- Other activities as approved by the SAHE Clinical Coordinator.
 - **SAHE COUN 8450 interns are prohibited from driving clients/students from their internship in their personal vehicles.**

Individual Supervision

- **1 hr/week minimum; 15 hrs. minimum per semester**
 - Face-to face supervision with documented site supervisor.
 - Tele-supervision is allowable, but site supervisors are expected to be on-site unless otherwise addressed with the student.
 - SAHE COUN 8450 interns are not allowed to see clients/students or engage in other related responsibilities if they are not receiving the appropriate supervision each week.
 - May blend with triadic hours
 - Live supervision must be substituted in lieu of being able to video or audio record client/student session for case presentations in class. Site supervisors must complete/sign Appendix N for all live supervision sessions and provide a copy to SAHE COUN 8450 interns for their clinical file.

Triadic supervision (may substitute for individual supervision)

- **1 hr/week minimum; 15 hrs minimum per semester**
 - Face-to-face supervision between site supervisor and no more than 2 SAHE COUN 8450 interns.
 - Site supervisor(s) must be approved by the Clinical Coordinator.
 - Minimally, SAHE COUN 8450 interns must have the ability to directly communication with the verified site supervisor(s) or secondary site supervisor (when approved) while on site. When this is not possible, SAHE COUN 8450 interns will be restricted to indirect hours while on site.

Group Supervision (AKA, SAHE COUN 8450 class)

- **Minimum 2 hrs/week**
 - Group supervision = face to face supervision with course instructor and three or more SAHE COUN 8450 interns in class.

- Weekly class periods are recorded under indirect services**.
**The student's own case studies presented in class can be counted as direct hours-the only time direct hours are allowable for group supervision.
- Group supervision hours are independent of required individual/triadic hour requirements.

Note: Additional supervision may be required per the discretion of the course instructor, site supervisor, or clinical coordinator.

Section V: Evaluation

SAHE COUN 8450 interns will receive formative and summative evaluation during SAHE COUN 8450.

1. **Formative Evaluation:** Involves consistent, on-going evaluation of student's conduct and/or performance on-site or in the classroom. Formative evaluation may come from the course instructor, site supervisor, or Counseling Department personnel charged with overseeing the field experiences (i.e., Clinical Coordinator) and/or the Department (Graduate Review Committee). Formative evaluation may be in verbal or written form.
2. **Summative Evaluations:** Includes the formal, written mid-term and final site supervisor evaluation (Appendix H). SAHE COUN 8450 interns are responsible for informing site supervisors of the due dates for mid-term and final evaluations and providing site supervisor(s) with Appendix H a minimum of two weeks prior to the due date assigned by the SAHE COUN 8450 course instructor.
 - a. ***Prior to turning in the mid-term and final site supervisor evaluation:***
 - i. SAHE COUN 8450 intern must meet face-to-face with their site supervisor(s) to review the mid-term and final evaluation prior to submitting the evaluations to SAHE COUN 8450 course instructor.
 - ii. SAHE COUN 8450 intern & site supervisor must sign/date the evaluation prior to submission to course instructor. Documents not signed by both will not be accepted.
3. **Supplemental Evaluations:** Site supervisors/managers and course instructors may submit supplemental written evaluations when they have information vital to the student's conduct or performance. Concerns may range from an isolated event to a pattern of personal or unprofessional/unethical conduct or performance. Supplemental evaluations (Appendix M) should be shared with the student in a face-to-face meeting, with student holding the right to respond in writing to the evaluation.

Grading Guideline

- A grade of "B" or better in SAHE COUN 8450 is required to move on to additional SAHE 8459 courses. SAHE COUN 8450 interns who do not receive a B or better will be required to re-take the course/credits.
- SAHE COUN 8450 interns must complete **85%** of their direct and indirect hours to receive a letter grade for the course.

A grade of "A" is consistent with the student demonstrating counseling skills, knowledge, and/or personal/professional behavior that clearly and consistently meet or exceed what is considered developmentally and professionally appropriate by the UNO Counseling Department, NASPA, and the Counseling profession at large.

A grade of "B" is consistent with the student clearly and consistently demonstrating counseling skills, knowledge, and/or personal/professional conduct consistent with the developmental and

professional expectations of the UNO Counseling Department, NASPA and the Counseling profession at large.

A grade of “C” is consistent with counseling skill, knowledge, and/or personal/professional behavior considered to be below what is considered developmentally and professionally appropriate by the UNO Counseling Department, NASPA and/or the Counseling profession. A “C” grade in SAHE COUN 8450 require the SAHE COUN 8450 interns to re-take the course/credit load. The student may be required to provide evidence they are prepared to successfully complete SAHE COUN 8450 prior to being granted permission to enroll in the course.

A grade of “D” or “F” is consistent with evidence of a student’s inability to demonstrate the skills, knowledge, and/or personal/professional behavior considered developmentally and professionally appropriate by the UNO Counseling Department, NASPA, and/or the Counseling profession. A student receiving a grade of “D” or “F” grade in SAHE COUN 8450 will be required to obtain written approval from the student’s faculty advisor and department chair in order to receive permission to re-enroll in SAHE COUN 8450. Permission is not guaranteed.

A grade of “I”/Incomplete is provided in limited cases when there is evidence that the student has experienced barriers to making satisfactory progress toward completion of SAHE COUN 8450. SAHE COUN 8450 interns should provide instructors with real-time information of real or potential barriers to completing course requirements.

- A grade of “I” may be given if the 85% threshold is not met and students will be required to complete the minimum SAHE COUN 8450 hours prior to receiving a letter grade for SAHE COUN 8450.
- All “I” grades must be resolved within 1 academic semester (2 if summer is the upcoming semester).
- Completion and submission of all course requirements must include verified documentation that all course requirements and documents are successfully completed.

Section VI: Documentation

Due 1 week prior to official start date of SAHE COUN 8450 semester

- a. Appendix A: Internship Application
- b. Appendix B: Student & Internship Site Information
- c. Appendix C: Site Supervisor Information
- d. Appendix D: Attestation
- e. Documentation of Site Supervisor's professional credentials (e.g., photocopy of license(s))
- f. Documentation of current liability insurance.

Due prior to all client sessions (off-campus site may substitute site IC document)

- a. Appendix E: Informed Consent/Consent to Record (may need to use in addition to site informed consent document)

Due beginning of each SAHE COUN 8450 class (signed by site supervisor)

- a. Appendix G: Hours Log

Due at mid-term & end of semester (per instructor assigned dates)

- a. Appendix H: Site Supervisor Evaluation of Student

Due last week of semester

- a. Appendix I: Student Evaluation of Site
- b. Appendix J: Student Evaluation of Site Supervisor
- c. Appendix K: Student Evaluation of Course Instructor
- d. Appendix L: Summary of Internship Hours

Completed at intern/instructor/site supervisor discretion

- a. Appendix M: Supplemental Evaluation
- b. Appendix N: Live Supervision Evaluation
- c. Appendix O: UNO Holiday and Weather Closure Policy

Procedures for all recorded "On-site" counseling/student sessions

- a. Appendix P: Ipad/Box Procedures

Appendix A

SAHE COUN 8450 Internship Application

Department of Counseling University of Nebraska at Omaha

Internship Semester: _____
Applicant Name: _____
Preferred Phone #: _____
UNO Email (**required**): _____
UNO Faculty Advisor: _____

SAHE COUN 8450: Internship Pre-Requisites/Co-Reqs		
Pre-Requisites		Semester Completed
COUN 8006	Student Development Theories	
COUN 8030	Counseling Practices	
COUN 8850	The College Student Experience	
COUN 8930	History of Higher Ed & Student Affairs	
COUN 8150	The Student, Personnel Work in Higher Ed	
COUN 8940	Diversity & Wellness in Higher Ed	
Co-Requisites		
COUN 8950	Organ, Admin, & Leadership in Higher Ed	
COUN 8010	Introduction to Research	
	OR	
EDL 8010	Introductory Research Methods	

Approval

Student Signature: _____

Date: _____

SAHE Clinical Coordinator: _____

Date: _____

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 (w/in site): _____

Site Address: _____

Site Supervisor: _____

Site Supervisor Phone _____

Site Supervisor Email: _____

Appendix C

Site Supervisor Information

Department of Counseling University of Nebraska at Omaha

Note: A copy of site supervisor's(s) valid Nebraska professional licensure and/or related documentation is required. If internship is outside Nebraska, site supervisor must be licensed/provide related documentation in that state.

Primary Site Supervisor

Name _____

Title/Position: _____

Degree: _____

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

Professional License #/Certification #: _____

Specialization Area: _____

Address: _____

Phone (office): _____

Email (Work): _____

Appendix D

Attestation

Department of Counseling University of Nebraska at Omaha

My signature below verifies I have read and agree to the policies, procedures, and requirements of SAHE COUN 8450 as outlined in this manual.

Student: _____ Date: _____

Appendix E

Informed Consent

Department of Counseling University of Nebraska at Omaha

Dear (Potential client/student or parent/guardian/legal representative):

Your counselor and or/student affairs in higher education professional is an advanced graduate-level counseling student who has completed the majority of their required coursework for a graduate degree in Student Affairs and Higher Education (SAHE) program at the University of Nebraska Omaha (UNO). The University of Nebraska at Omaha's SAHE concentration aligns with the National Association of Student Personnel Administrators (NASPA) standards of practice. As part of their training program, SAHE students are required to participate in on-the-job training during which they provide direct student/client services under the supervision of experienced professionals. In addition, students are expected to abide by the American Counseling Association's Code of Ethics (ACA, 2014) and all applicable laws and guidelines governing practice in Nebraska.

Your student counselor receives weekly individual supervision and weekly group supervision provided by faculty in the University of Nebraska at Omaha Department of Counseling. While confidentiality is critical to the therapeutic alliance and process, and documentation of client/student services are confidential, there are limits to confidentiality. These include, but are not limited to:

1. When a client/student is determined to be a danger to themselves or others;
2. When the counselor/SAHE professional perceives there may be child or elder abuse and/or neglect.
3. In the event of a subpoena or court order*
*If a court order is received, the student will immediately notify their course instructor and/or site supervisor via UNO email. The course instructor will notify the UNO General Counsel's office for direction on how to proceed with any court/legal related issue. The UNO General Counsel's office will instruct the course instructor and clinic director on how to proceed. The course instructor will notify the student via UNO email to follow the counsel's direction from the UNO general counsel's office.

It is also important to note that your student is also a mandated reporter, which requires them to report suspected abuse and neglect to the proper authorities. Your student is also required to formally demonstrate their knowledge and skills in interactions with clients/students by providing their course instructor and clinical supervisor work samples in the form of recorded video/audio recordings of client/student sessions. Thus, SAHE COUN 8450 interns will request permission to video and/or audio record sessions or, if necessary, to allow their approved clinical supervisor to observe your session. It is important to note that the student is the focus of the recording, and that the primary purpose of recording sessions is to enhance the professional development of the student and,

by extension, the quality of care for clients/students. For example, you can consent to be video recorded but you can require that you be off-camera.

All recordings are considered confidential and will be protected by the student in keeping with all applicable laws (i.e. HIPAA). Confidentiality may be breached only under the concerns noted above or when required by law. Moreover, as a client you maintain “privilege”, which means you may provide your student with permission to provide detail(s) of your care to a party you designate in writing in a document known as a “release of information”.

Clients/Students Rights and Responsibilities

- Be treated with dignity, respect, and consideration in accordance with your cultural/ethnic background and to have freedom from any abuse, exploitation, retaliation, humiliation, or neglect;
- To participate—as an expression of your self-determination—in the development of your treatment plan with clear explanations of treatment models, options, and desired achievement of outcomes;
- To ask questions about your session;
- To ask about your SAHE student’s professional capabilities, including education, training, experience, specialization, and limitations;
- To receive a second opinion at any time about your session and/or SAHE student’s methods;
- To report unethical and/or illegal behavior by a counselor;
- To complete a client/student satisfaction survey and/or provide written suggestions;

Consent to Participate in Counseling/Sessions

I, the undersigned, hereby acknowledge that I have read and understood the information presented above, and that I agree to receive counseling services from the undersigned UNO Counseling Department student.

_____ (Signature of Client/Student)	_____ (Date)
_____ (Signature of Client’s/Students Parent or Guardian, if applicable)	_____ (Date)
_____ (Signature of Counseling Student)	_____ (Date)

Consent to Record

I do _____/ do not _____ grant permission to allow my sessions to be recorded via audio and/or video. I understand that: (a) my designated student, their approved clinical supervisor, UNO Counseling Faculty, and UNO SAHE COUN 8450 interns in SAHE COUN 8450 may have access to video/audio recordings of my sessions with my assigned student(s), and (b) that all recordings, associated documentation, and noted personnel are subject to the confidentiality guidelines of the American Counseling Association’s Code of Ethics (ACA, 2014) and the laws governing the practice of professional counseling in Nebraska. I understand that I may withdraw this permission to record/allow live supervision at any time.

_____ (Signature of Client/Student)	_____ (Date)
_____ (Signature of Client’s Parent or Guardian, if applicable)	_____ (Date)

Appendix G

SAHE COUN 8450 Hours Log

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

Student: _____ Site: _____							
Week: _____							
Page: _____ of _____							
Date Activity		Direct Service Hours			Indirect Service Hours		
		Individual Interactions	Group Interactions	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 Signature: _____

DATE: _____

Site Supervisor Signature: _____

DATE: _____

SAHE COUN 8450 Instructor: _____

DATE: _____

Appendix H

SAHE COUN 8450: Site Supervisor Evaluation of Student

Department of Counseling
University of Nebraska Omaha

Name of Student: _____

Internship Site: _____

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

In accordance with UNO Counseling Department requirements, SAHE COUN 8450 interns are required to have both a mid-term and end of semester evaluation from their site supervisor. Each evaluation is an important element of the student's personal and professional development and site supervisor evaluations provide vital performance indicators that SAHE COUN 8450 instructors utilize in determining the student's final Internship grade.

The SAHE COUN course addresses a broad range of experiences that are consistent with the work of licensed professional counselors/mental health practitioners/SAHE professionals. The following standards illustrate the range of experiences, skills, content knowledge, and behaviors that align with the general knowledge base and skills of SAHE COUN 8450 interns.

"Key" standards assessed in the rubrics below

1. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities
2. Applies current record-keeping standards related to clinical mental health counseling
3. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
4. Applies relevant research findings to inform the practice of clinical mental health counseling
5. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments
6. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care
7. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments
8. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals

Additional) core curriculum and student affairs in higher education (SAHE) standards consistent with SAHE COUN 8450:

1. Understand counselor's roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body;
2. Understand the importance of research in advancing the counseling profession
3. Understand self-care strategies appropriate to the counselor role
4. Understand ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
5. Understand the effects of crises, disasters, and other trauma-causing events on persons of all ages;
6. Understand the orientation to wellness and prevention as desired counseling goals
7. Understand the essential interviewing and counseling skills;
8. Awareness and understanding of crisis intervention and suicide prevention models, including the use of psychological first aid strategies.
9. Understands the use of research to inform evidence-based practice;
10. Understands professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications;
11. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling
12. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision
13. Understands the operation of an emergency management system within clinical mental health agencies
14. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling
15. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society
16. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders
17. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
18. Understands professional issues relevant to the practice of clinical mental health counseling
19. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling
20. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders
21. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling
22. Demonstrates the ability to use procedures for assessing and managing suicide risk
23. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate

24. Understands the implications of concepts such as institutionalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare
25. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations
26. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans
27. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols
28. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management
29. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders
30. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care
31. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling
32. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling
33. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs
34. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*
35. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations
36. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events

Directions for Supervisors

In “Score” column, score the SAHE COUN 8450 intern on Counseling Skills, Professional Behavior, and Clinical Tasks using the following scoring guidelines.

- **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 **minimal** 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 (<i>e.g., 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 <i>Reflection of Feelings</i>	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 <i>Summarizing</i>	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 <i>(Meaning)</i>	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 Environment: <i>Empathy & Caring</i>	Expresses accurate empathy & care. Counselor is "present" and open to clients.	Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions).	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or 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.

Please provide written feedback to the student regarding their counseling skills performance to date.

Professional Behaviors

Score	“KEY” Standards	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, NASPA & 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.	Demonstrates 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.

Please provide written feedback to the student/counselor regarding their professional behaviors to date.

Clinical Tasks & Activity

Score	"Key" Standards	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.

Please provide written feedback for the student/counselor regarding their counseling case conceptualization skills to date.

Summative Narrative Feedback

Please note the student's strengths:

Please note the student's areas for growth:

Supplementary information (as needed)

Internship Student's Signature

Date

Site Supervisor's Signature

Date

SAHE COUN 8450 Instructor Signature

Date

Appendix I

Student Evaluation of Site

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

I received formal orientation to my internship site.

3 2 1

I was provided initial and on-going assistance/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 confidential physical space to provide counseling/student interaction with appropriate confidentiality.

3 2 1

I was regularly assigned clients/students (or allowed to recruit clients/students) 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/related groups at this site.

3 2 1

I had difficulty obtaining the necessary equipment and physical arrangements to video tape 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 face-to-face clinical supervision on-site each week.

3 2 1

I felt supported in my clinical/SAHE 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/SAHE theories and techniques.

3 2 1

This site provided me with opportunities to work with persons of diverse backgrounds in the community.

3 2 1

I would recommend this site for future UNO SAHE COUN 8450 interns.

3 2 1

Additional Comments:

I believe it is important for the UNO Counseling Department to know about the following positive aspects and challenges associated with my Internship site and experience at this site.

Student Signature: _____

Date: _____

SAHE COUN 8450 Instructor: _____

Date: _____

Appendix J

Student Evaluation of Site Supervisor

Department of Counseling
University of Nebraska at Omaha

Student Name: _____

Site: _____

Site Supervisor: _____

Scoring

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

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

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

_____ Site supervisor helped me identify and work on appropriate learning goals for my Internship 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 core theoretical orientation (e.g., process for working with students).

_____ Site supervisor was helpful in expanding my case conceptualization abilities (e.g., theory, alliance, interventions, stages of change, diversity, ethics, 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)

Student Name: _____ Date: _____

Appendix K

Student Evaluation of Course Instructor

Department of Counseling
University of Nebraska at Omaha

Student Name: _____

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
Internship experience.

_____ Instructor was prompt and prepared for the weekly 2-hour SAHE COUN 8450 class/group
supervision.

_____ Instructor assisted me in clarifying and developing/applying my own theoretical
orientation (e.g., process for working with students).

_____ Instructor was helpful in expanding my case conceptualization abilities
(e.g., theory, alliance, interventions, stages of change, diversity, ethics, etc.).

_____ Instructor served as a professional role model, and helped me become a (more) reflective
practitioner.

_____ 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):

Student Name: _____ Date: _____

Appendix L

Summary of Internship Hours

University of Nebraska at Omaha Counseling Department

STUDENT'S NAME: _____

SITE: _____

SITE SUPERVISOR: _____

Instructions: SAHE COUN 8450 interns are responsible for maintaining the currency and accuracy of this form. Appendix L must be submitted to the course instructor upon completion of Internship. 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 Internship appendices, and a particularly a signed Appendix L.

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

Month	Direct Service Hours			Indirect Service Hours		
	Individual Interactions	Group Interactions	Other Direct	Individual Supervision	Group Supervision	Other Indirect Services

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

Student: _____

Date: _____

Site Supervisor: _____

Date: _____

SAHE COUN 8450 Instructor: _____

Date: _____

Appendix M

Supplemental Evaluation

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

SAHE COUN 8450 Instructor

Date

SAHE COUN 8450 Student**

Date

**SAHE COUN 8450 Student has right to submit written response to this evaluation to the site supervisor, course instructor, and clinical coordinator.

Appendix N

Live Supervision

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

Student: _____
 Site/Program: _____
 Client/Student: _____

Client/Student Session #: _____ Live Supervision Session #: _____

Type of Service: Individual Interaction _____ Group Interaction _____
Family/Couples Interaction _____ Crisis Situation _____
Clinical Interview/Biopsychosocial Assessment _____
Other: _____

Please provide written feedback on the following areas:

1. Student's use of counseling skills (micro skills):
2. Student's knowledge/use of theory in session:
3. Student's knowledge/use of evidence-based interventions in session:
3. Student's ability to conceptualize session as a whole:

4. Student's proficiency in conceptualizing clients/students overarching issue/concern.

5. Student's proficiency in creating and/or working toward client's/student's goals.

6. Student's awareness of their role in session (i.e., "reflective practitioner")**

**as noted during post-supervision feedback session.

Strengths:

Areas for Growth:

Summary:

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 Internship 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 Internship instructor.

Site Supervisor

Date

Appendix O

UNO Holiday and Weather Closure Policy

Department of Counseling University of Nebraska at Omaha

Department of Counseling Policy

SAHE COUN 8450 students placed at outside clinical training sites cannot, according to UNO policy, be required to work on official UNO holidays/student breaks. However, SAHE COUN 8450 students may, with site supervisor approval, provide direct and indirect care to clients at off-campus clinical training sites during official UNO holidays/student breaks.

Student Attestation

My signature below confirms I understand the policy above, have discussed the policy with my site supervisor, and am willing to provide services to clients/students at my internship site during the following UNO holidays/student breaks on the dates agreed upon below with my approved site supervisor and course instructor. I further understand that an approved site supervisor must be on-site during the requested/agreed upon dates/times.

Dates:

Student: _____

Date: _____

Site Supervisor Attestation

My signature below confirms I understand the policy above, have discussed the policy with my UNO SAHE COUN 8450 internship student, and agree to allow the student to provide direct and indirect services to clients/students under my supervision and/or the supervision of their agreed upon secondary supervisor during official UNO Holidays/student breaks. I further understand that I or another UNO Counseling Dept. approved site supervisor will be on-site during the dates/times indicated by the student above.

Site Supervisor: _____

Date: _____

Secondary Site Supervisor (PRN): _____

Date: _____

**Student Affairs in Higher Education
Masters of Science (38 credits)
Masters of Science (Thesis Option) (44 credits)****

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

YEAR ONE	Semester	Credit
COUN 8006: Student Development Theories	Fall Y1	3
COUN 8030: Counseling Practices	Fall Y1	3
COUN 8850: The College Student Experience	Spring Y1	3
COUN 8930: History of Higher Education and Student Affairs	Spring Y1	3
COUN 8150: The Student, Personnel Work in Higher Education	Summer Y1	3
COUN 8940: Diversity and Wellness Issues in Higher Education	Summer Y1	3
	Year One	18
YEAR TWO		
COUN 8950: Organization, Administration, & Leadership in Higher Education	Fall Y2	3
TED 8010: Introduction to Research Or EDL 8010: Introductory Research Methods	Fall Y2	3
COUN 8450: Internship in Student Affairs in Higher Education**	Fall Y2	(1-2)
COUN 8980: Digital Learning: Policy, Programming, & Systems	Spring Y2	3
COUN 8810: Law and Ethics in Higher Education and Student Affairs	Spring Y2	3
COUN 8450: Internship in Student Affairs in Higher Education**	Spring Y2	(1-2)
COUN 8820: Crisis and Emergency Management in Higher Education	Summer Y2	3
COUN 8830: Current Issues in Higher Education & Student Affairs	Summer Y2	1
COUN 8450: Internship in Student Affairs in Higher Education**	Summer Y2	(1-2)
	Year Two	20
PROGRAM TOTAL	Total	38

A 6 credit Thesis Option is available. Students Interested in the M.S. with Thesis Option should contact Dr. Blount during their first semester in the program.

INTERNSHIP/FIELD EXPERIENCE

****COUN 8450: Internship in Student Affairs in Higher Education**

Parameters:

- COUN 8450 may be taken for 1-2 credits beginning Fall Y2 with SAHE coordinator permission.
- COUN 8450 must be taken for minimum of 1 credit hour during Spring & Summer Y2.
- Completion M.S. in SAHE requires 4 credit hours of COUN 8450 totaling 300 hours.

Comprehensive Exam in Student Affairs & Higher Education

Given 3rd week of Summer Y2
Comprehensive Exam passing score required for graduation

Plan of Study Student Affairs in Higher Education (SAHE) FALL ADMISSION (only)

Admission Date: Fall: _____ Degree: M.S. _____ M.S. w/Thesis _____ ADVISOR: _____							
Y E A R 1	Fall, Year 1	C R	Spring, Year 1	C R	Summer, Year 1	C R	Total
	COUN 8030 Counseling Practices	3	COUN 8850 The College Student Experience	3	COUN 8150 Intro to Student Personnel Admin.	3	
	COUN 8006 Student Development Theories	3	COUN 8930 History of Higher Ed & Student Affairs	3	COUN 8940 Diversity & Wellness in Higher Education	3	
	Total Credits	6	Total Credits	6	Total Credits	6	
Y E A R 2	Fall, Year 2	C R	Spring, Year 2	C R	Summer, Year 2	C R	Total
	COUN 8950 Organization, Administration, & Leadership in Higher Education	3	COUN 8980 Digital Learning: Policy, Programming, & Systems	3	COUN 8820 Crisis & Emergency Management in HE	3	
	EDL 8010: Introductory Research Methods <i>Or</i> TED 8010: Intro to Research	3	COUN 8810 Law & Ethics in HE & Student Affairs	3	COUN 8830 Current Issues in Higher Education	1	
	**COUN 8450 Internship in Student Affairs & Higher Education	1-2	**COUN 8450 Internship In Student Affairs & Higher Education	1-2	**COUN 8450 Internship In Student Affairs & Higher Education	1-2	
	Total Credits	6-8	Total Credits	6-8	Total Credits	5-6	38