ITEM 1

UNIT MISSION STATEMENT
ITEM 1
UNIT MISSION STATEMENT

Counseling Department Mission Statement
The mission of the UNO Counseling Department is to provide high-quality, evidence-based academic and clinical experiences at the master’s level that meet and exceed the highest standards of the Counseling profession and lead to eligibility for professional counselor licensure and certification. We prepare ethical and competent students capable of working effectively within and across a pluralistic society, with special emphasis on issues that emerge in a diverse metropolitan environment. We support our students as they acquire knowledge and skills to practice effectively and ethically, develop as critical and innovative thinkers, reflective practitioners and scholars, and become advocates and leaders in the counseling profession and in their area of specialization.

Unit Value Proposition
UNO’s Counseling Department is the only graduate program in Nebraska offering two CACREP (Council for Accreditation of Counseling and Related Educational Programs) accredited degree programs. CACREP is the accrediting body of the American Counseling Association and is evidence of an attitude and philosophy that program excellence is a fundamental goal. Because of our commitment to a rigorous curriculum and student focus, inherent of CACREP accreditation, our UNO Counseling students earn degrees that offer maximum licensure and certification portability while enjoying the benefit of public school tuition rates.

Unit Nugget(s)
1. The UNO Counseling Department was re-accredited through CACREP. This includes the initial CACREP-accreditation of the clinical mental health counseling concentration (previous accredited as “community counseling”).
2. UNO Counseling faculty published 1 book chapter and 2 articles in peer reviewed professional journals.
3. UNO Counseling faculty presented 1 seminar at an international conference, 10 seminars at national counseling conferences (ACA, ACES, APA), 4 seminars at state counseling conferences, and over 10 presentations at UNO and in agencies and schools in the metro Omaha area.
4. Sixty-eight (68) students from the three concentrations (School, CMHC, Student Affairs) combined to provide over 46,900* hours of service in the UNO Community Counseling clinic, OPS and surrounding school districts, clinical mental health centers, non-profits, medical facilities in the Omaha metro community, and student affairs divisions at UNO and other higher education institutions in the metro area.
   • (*61 CMHC & School Counseling students completed 100 practicum and 600 hrs. of internship + 7 Student Affairs students completed 600 hrs = 46,900).
   • This was an increase of 2500 hours from the previous year.
5. The UNO group average for counseling students is consistently higher than the overall national average on the National Counseling Exam with a near 100% pass rate.
6. The UNO Counseling Department graduated the largest number of clinical mental health
and school counseling graduates among graduate level counselor training programs in Nebraska.

7. The UNO Counseling Department’s School Counseling concentration is the only CACREP-accredited school counseling program in Nebraska.

8. The Counseling Department’s required “Group Experience”, which provides students with an “immersion” experience in the process of group counseling prior to the formal group courses, has been re-designed to better reflect group counseling formats in professional counseling settings and has received positive reviews from students and group facilitators alike.

9. The UNO Community Counseling Clinic has instituted changes that have resulted in a professional environment more closely aligned with the structure and procedures of community based mental health providers.
ITEM 2

UNIT ORGANIZATIONAL STRUCTURE
ITEM 3

ACADEMIC PROGRAM INFORMATION
ITEM 3
ACADEMIC PROGRAM INFORMATION

Department/School:  COUNSELING
                  COLLEGE OF EDUCATION

Program Title:    CLINICAL MENTAL HEALTH COUNSELING

Program Description:

A minimum 60 credit hour graduate program consisting of didactic courses, skill development courses and nine credit hours (3 semesters) of Practicum and Internship experience in both the UNO Community Counseling Clinic and a community agency other than UNO. The program holds CACREP accreditation, illustrating the program’s adherence and commitment to the highest academic and professional standards of the counseling discipline.

Program Objectives:

The Clinical Mental Health Program (CMH) prepares individuals at the graduate level for service in entry level professional counseling positions in community agencies and programs. Typical community programs or agencies include mental health centers, hospitals, substance abuse programs, marriage and family counseling services, college counseling centers, private practice, and rehabilitation counseling. The CMH program also prepares students for doctoral training programs. Degree Offering: M.A. (thesis option) and M.S. (non-thesis option)

Names of full-time faculty who teach within the program:
   Abby Bjornsen
   Ashley Blount
   David Carter
   Daniel Kissinger
   Ann Luther
   Clyde (Rick) Richards

Accreditations:
   Council for Accreditation of Counseling and Related Educational Programs (CACREP)
ITEM 3
ACADEMIC PROGRAM INFORMATION

Department/School: COUNSELING
COLLEGE OF EDUCATION

Program Title: SCHOOL COUNSELING K-12

Program Description:

A 48-51 credit hour master degree program consisting of didactic coursework, skill development coursework and nine credit hours (3 semesters) of practicum and internship experience in K-12 school guidance and counseling programs. The program is accredited by the National Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Program Objectives:

The School Counseling Program provides pre-service and continuing education opportunities for persons serving or preparing to serve as professional school counselors. The program also prepares persons for advanced graduate work beyond the master degree.

Degree Offering: M.A. (thesis option) and M.S. (non-thesis option)

Names of full-time faculty who teach within the program:
  Abby Bjornsen
  Ashley Blount
  David Carter
  Daniel Kissing
  Ann Luther
  Clyde (Rick) Richards

Accreditations:
  Council for Accreditation of Counseling and Related Educational Programs, CACREP
  National Council for Accreditation of Teacher Education (NCATE/CAEP)
ITEM 3
ACADEMIC PROGRAM INFORMATION

Department/School: COUNSELING
               COLLEGE OF EDUCATION

Program Title: STUDENT AFFAIRS PRACTICE IN HIGHER EDUCATION

Program Description:
A 36 credit hour master’s degree program consisting of didactic coursework, skill development courses and Internship experience. The program’s primary emphasis is on preparing students for positions in higher education settings, particularly academic advising and other administrative positions.

Program Objectives:
The Student Affairs Practice in Higher Education Program prepares persons for professional level service in the student affairs services of colleges and universities and for post-graduate work in higher education or related programs. Likely areas of service include admissions, registrar and student records, counseling and testing, career development, student organizations and financial aid as examples.

Degree Offering: M.A. and M.S.

Names of full-time faculty who teach within the program:
  Abby Bjornsen
  Ashley Blount
  David Carter
  Daniel Kissinger
  Ann Luther
  Clyde (Rick) Richards
ITEM 3
ACADEMIC PROGRAM INFORMATION

Department/School:  COUNSELING
                   COLLEGE OF EDUCATION

Program Title:    GERONTOLOGY

Program Description:

This 48 credit hour master degree program in Counseling/Gerontology is a cooperative effort of the Counseling Department and the Gerontology Department. The UNO Gerontology Program offers courses leading to a certificate in gerontology. Graduate students wishing to earn a degree in counseling with emphasis in gerontology must be admitted to the gerontology certificate program and the Counseling Program. The gerontology concentration provides additional coursework and experience through field placement that helps prepare students for direct practice careers in social services to older adults and their families.

Program Objectives:

The gerontology concentration prepares students for direct practice careers in social services to older adults and their families. Through specialized gerontology courses and variety of supervised field placements, students learn to address the complex psychosocial issues of aging. This degree prepares person for professional level service in gerontology; also continued post masters degree work.

Degree Offering:  M.A. (thesis option) and M.S. (non-thesis option)

Names of full-time faculty who teach within the program:
    Abby Bjornsen
    Ashley Blount
    David Carter
    Daniel Kissinger
    Ann Luther
    Clyde (Rick) Richards
ITEM 4

FULL-TIME and PART-TIME FACULTY INFORMATION
### ANNUAL REPORT - ITEM 4a
### FULL-TIME FACULTY INFORMATION - COUNSELING

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree &amp; Field</th>
<th>Rank</th>
<th>Tenure Track</th>
<th>Status</th>
<th>Grad Fac</th>
<th>Race/Ethn</th>
<th>Gend</th>
<th>Teaching Assignment &amp; Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abby Bjornsen</td>
<td>PhD (2011) in Counseling Psychology, University of Kansas</td>
<td>Assistant Professor</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>1</td>
<td>F</td>
<td>P/S</td>
</tr>
<tr>
<td>Ashley Blount</td>
<td>Ph.D (2015) in Counseling, University of Central Florida</td>
<td>Assistant Professor</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>1</td>
<td>F</td>
<td>P/S</td>
</tr>
<tr>
<td>David Carter</td>
<td>PhD (1994) in Community &amp; Human Resources, University of Nebraska-Lincoln</td>
<td>Professor</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>1</td>
<td>M</td>
<td>P/S</td>
</tr>
<tr>
<td>Daniel Kissinger</td>
<td>Ph.D. in Counselor Education (CACREP Accredited), University of South Carolina</td>
<td>Associate Professor</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>1</td>
<td>M</td>
<td>P/S</td>
</tr>
<tr>
<td>Ann Luther</td>
<td>EdD (2002) in Educational Administration, University of Nebraska-Omaha</td>
<td>Assistant Professor</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>1</td>
<td>F</td>
<td>T/P/S</td>
</tr>
<tr>
<td>Clyde Richards</td>
<td>MS (1995) in School Counseling, University of Nebraska-Omaha</td>
<td>Instructor</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>1</td>
<td>M</td>
<td>P/S</td>
</tr>
</tbody>
</table>
1 Highest degree earned in the field.
   Assistant Professor
   Associate Professor
   Professor
3 1 = Caucasian/White
   2 = African American/Black
   3 = Hispanic
   4 = Asian/Pacific Islander
   5 = Indian/Alaskan
   6 = No Response
4 T = teaching EDUC, methods courses
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree &amp; Field</th>
<th>Assignment/Role</th>
<th>Rank</th>
<th>Race/ETH</th>
<th>Gend</th>
<th>Teaching Assignment &amp; Level</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUTLER, SCOTT</td>
<td>MS - SEC SCHOOL COUN</td>
<td>LECTURER</td>
<td>1</td>
<td>M</td>
<td>P</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>DELAET, THEODORE</td>
<td>PhD - COUN PSYCHOLOGY</td>
<td>LECTURER</td>
<td>1</td>
<td>M</td>
<td>P</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>FLAMING, KRISTAL</td>
<td>MA - COUNSELING</td>
<td>LECTURER</td>
<td>1</td>
<td>F</td>
<td>P</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>GRAY, ALEXANDER</td>
<td>MA - COUNSELING</td>
<td>LECTURER</td>
<td>1</td>
<td>M</td>
<td>S</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>HANDKE-BELIEU, MOLLY</td>
<td>MA - EDUCATIONAL ADMIN</td>
<td>LECTURER</td>
<td>1</td>
<td>F</td>
<td>P/S</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>HARPER, IRENE</td>
<td>PhD - COUN EDUC &amp; SUPERVISION</td>
<td>LECTURER</td>
<td>1</td>
<td>F</td>
<td>P</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>HRON, TIMOTHY</td>
<td>MA - COMMUNITY COUN</td>
<td>LECTURER</td>
<td>1</td>
<td>M</td>
<td>P/S</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>MACE, CURTIS</td>
<td>MS - COUNSELING</td>
<td>LECTURER</td>
<td>1</td>
<td>M</td>
<td>P</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>MATUSZEK, KERRY</td>
<td>MS - COMMUNITY COUN</td>
<td>LECTURER</td>
<td>1</td>
<td>F</td>
<td>T/P</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>MCGEARY, COREY</td>
<td>MS - COUNSELING</td>
<td>LECTURER</td>
<td>1</td>
<td>M</td>
<td>P</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>MYERS, C. RAYMOND</td>
<td>MS - GUIDANCE &amp; COUN</td>
<td>LECTURER</td>
<td>1</td>
<td>M</td>
<td>P</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>NAATZ, NICOLE</td>
<td>MS - COUNSELING</td>
<td>LECTURER</td>
<td>1</td>
<td>F</td>
<td>T/P</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>OSTERLOH, MARY</td>
<td>MS - EDUC PSYCHOLOGY</td>
<td>LECTURER</td>
<td>1</td>
<td>F</td>
<td>P</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PEAK, ALEXIS</td>
<td>MS - COMMUNITY COUN</td>
<td>LECTURER</td>
<td>1</td>
<td>F</td>
<td>S</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>RICKETTS, WILLIAM</td>
<td>MS - COUNSELOR EDUC</td>
<td>LECTURER</td>
<td>1</td>
<td>M</td>
<td>P</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SCHETTLER, LOEL</td>
<td>MS - COUNSELING</td>
<td>LECTURER</td>
<td>1</td>
<td>M</td>
<td>T/P</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SHEPHERD, MARGARET</td>
<td>MS - ART THERAPY</td>
<td>LECTURER</td>
<td>1</td>
<td>F</td>
<td>T/P</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>THULL, BRYCE</td>
<td>MA - AGENCY COUNSELING</td>
<td>LECTURER</td>
<td>1</td>
<td>M</td>
<td>T/P</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>TREVENA FLORES, NICOLE</td>
<td>MA - COUNSELING</td>
<td>LECTURER</td>
<td>3</td>
<td>F</td>
<td>P</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

1 Highest degree earned in the field  
2 Lecturer  
   Instructor  
   Assistant Professor  
   Associate Professor  
   Professor  
3 1 = Caucasian/White  
   2 = African American/Black  
   3 = Hispanic  
   4 = Asian/Pacific Islander  
   5 = Indian/Alaskan  
   6 = No Response  
4 T = teaching EDUC, methods courses  
   P = teaching professional courses for other school professional  
   S = supervising student teaching/practicum/internships
ITEM 5

HIGHLIGHTS OF THE YEAR
Dedicated Practitioners
Reflective Scholars
Responsible Citizens
ITEM 5
HIGHLIGHTS OF THE YEAR

Please align highlights with the Conceptual Framework and Strategic Plan (approved Nov. 2014). Items included may be special projects and activities that have occurred January 1, 2015 – December 31, 2015. Please record the highlight under the strategic goal with which it aligns. Examples include new or significantly revised programs, facility renovations, special student organizations projects, or major honors and events such as an accreditation review.

DEDICATED PRACTITIONER

1. Emphasize ethical and professional conduct

   DP #1: The counseling department’s core curriculum includes COUN 8040, a course dedicated to ethical and professional conducted expected and required of all counseling students. Specifically, the course emphasizes the current ethical codes of the American Counseling Association (ACA), the American School Counseling Association (ASCA).

   DP #2: All fully admitted counseling students are expected by the counseling profession and UNO counseling department to adhere to the current ACA/ASCA ethical codes. This expectation is reiterated throughout the program and is a valuable tool in facilitating the development of ethical and professional conduct of UNO counseling students and future professional counselors.

   DP #3: The Counseling Department has instituted a required background check policy consistent with the COE Teacher Education Department’s policy.

   DP #4: The counseling department highlights expected parameters of ethical and professional behavior as a requirement for continued enrollment in the program. These parameters are stated in course syllabi, field placement manuals, and the department’s student handbook-along with university and department policies related to addressing such issues appropriately should they occur.

2. Identify and implement quality program design, effective course delivery and student support services

   DP #5: The Counseling Department received full accreditation re-accredited for 2 years following the CACREP site team visit in September 2015. Specifically, the School Counseling and Clinical Mental Health concentrations were re-accredited. It is important to note that the Clinical Mental Health concentration was accredited for the first time (previously accredited as Community Counseling) and that UNO remains the only counseling department in NE to have CACREP accredited School Counseling and Clinical Mental Health concentrations.

   DP #6: The department chair committee had its first full year of meetings. Outcomes including an agreement on designing a peer orientation and support group. This idea was piloted at the Fall 2015 new student orientation and was well received by incoming students, faculty, and the members of the committee.
DP #7: The department continues to offer a successful mix of brick and mortar and distance learning courses (hybrid and on-line). Future curriculum revisions will see additional hybrid and on-line courses and a limited number of courses (i.e., addictions courses) move from hybrid to fully on-line. This transition is a result of the counseling department assuming full responsibility for these courses from Social Work.

DP #8: The department’s website continues to be re-designed with the assistance of Caitlin Wedding, with the goal of making it more accessible and user friendly to current and prospective students, key counseling stakeholders and constituencies, and community members. The goal is full implementation in summer 2016.

DP #9: The graduate assistants have created a GA “tasks and responsibilities “document, which includes key semester deadlines for admissions and CACREP assessment surveys, and provides a valuable resource for training future GAs.

DP #10: The graduate assistants, in conjunction with faculty, created a new admissions tracking template that will help track applicant status and admissions data (i.e., completed applicants, admitted students, applicants who accepted/declined admission offers, and reason for declining). This DP, along with #’s 5 & 6 are valuable additions that will help facilitate communication between faculty and students.

DP #11: Following the CACREP site review in the fall 2015 semester, counseling faculty engaged in systematic review of core and specialization curriculums. Based on these discussions, the following changes have been or are currently being addressed with an expected implementation date of fall 2017.

1. The department engaged in a systematic review of current curriculum map and, as a result, re-designed the curriculum map to reflect a more intentional and consistent curriculum. This includes course revisions, course additions, improved/CACREP aligned rubrics, and additional distance learning courses when appropriate.

2. In conjunction with the IDEAS room coordinator and COE’s assessment specialist Dr. Connie Schaffer, counseling faculty devised and are implementing a plan to fully integrate LiveText as the department’s assessment framework. Beginning Fall 2016, incoming students will be required to purchase and utilize LiveText.

3. The School Counseling curriculum added several CACREP core standards as part of an overall curriculum revision include additional core CACREP standards.

4. Over the course of the 2015 academic year faculty met multiple times, included at the departmental retreats, and agreed to several key curriculum changes with an implementation date of fall 2017. These changes involve:
   a. Consolidation of 9 courses to 4 courses. Process includes consolidating several 1 & 2 credit courses into 3 credit courses, with accompanying changes to ensure CACREP compliance.
   b. Chemical Dependency required courses for CMHC concentration reduced from 3 required classes to 1 required course, with
accompanying changes to ensure CACREP compliance; 2 classes removed from required curriculum will be offered consistently as electives on-line given their importance for PLADAC licensure in NE. Only the electives will be available to all undergrad/grad students.

c. Introduction of a Child & Adolescent Counseling & CMHC specialization course will be added to curriculum. The Child and Adolescent course will be required for both school and CMHC concentrations, while the CMHC specialization course will be required only for CMCH students.

d. Introduction of a required College, Career, Crisis course in the school counseling curriculum to enhance student learning in areas consistent with National and State of NE school counseling trends.

e. CMHC concentration will remain at 60 credits (M.S.)

f. SC concentration will remain at 48 credits (M.S.)

g. Department able to utilize CD electives (COUN 8686/8696) as means to generate additional revenue through on-line offerings at the undergraduate and graduate levels.

**DP #12:** The department reviewed and adapted all program assessment documents and surveys to facilitate and document program data per CACREP, College of Education, Chi Sigma Iota, and other departmental stakeholders (i.e., Behavioral Health Education Center at UNMC). Specific changes include the following and undergo ongoing review:

1. Surveys required for CACREP were reviewed, updated, and are being placed on-line via survey monkey in order to improve ease of distribution and increase response numbers.

2. A folder dedicated to program assessment has been created and is monitored on an on-going basis by the department’s graduate assistants, including dates to send and follow-up on surveys and to maintain outcome data to be utilized for departmental, COE, CACREP, and other appropriate reports and purposes.

**DP #13:** The department has spent considerable time and effort to clarify enrollment data. In doing so, faculty advising lists have been clarified. Updated faculty advising lists are now distributed to faculty following confirmation from the newly admitted students for that semester.

**DP #14:** The department has implemented the updated CMHC Practicum and Internship Manuals. These manuals provide standardize procedures and documentation for all CMHC field experiences.

3. **Support and promote ongoing professional development for students, faculty, staff and community partners**
DP #15: The department is continuing to develop our partnership with the Behavioral Health Education Center of Nebraska. This UNMC led organization is a collaborative of academic and professional entities with the goal of expanding and improving behavioral and mental health services across Nebraska. This membership will provide a range of opportunities for students and faculty members interested in professional advocacy at the local, state, and national levels.

DP #16: The faculty met with the Departmental Advisory Committee meeting, consisting of representatives from clinical mental health, school counseling, student affairs, higher education, non-profits, corrections, and allied mental health professionals from across the Omaha metro region. Key issues discussed included needs and issues surrounding how the counseling department is meeting or can better meet the needs of key mental health, school, and higher education constituencies in the metro area and NE in general and strategies for increasing minority enrollment in the department.

DP #17: The department continues to use the dedicated counseling listserv to inform students of professional activities/seminars/conferences at UNO, in the Omaha metro, as well as appropriate counseling conferences at the local, state, regional, and national level.

DP #18: The department continues to add depth and breadth to our newsletter (The Communicator), with recent additions including student profiles, local community mental health information, and national trends in the counseling profession.

DP #19: The department advocate for student participation in professional associations and conferences. The department continues to build a culture of active student participation in research and conference participation (i.e., submitted and presented proposals) presentations at professional conferences at the state, regional, and national levels. To that end, faculty advocate in classes, thesis students will be required to present at the UNO Graduate Student Research Fair.

Another positive outcome is an increase in student interest and participation in state and regional counseling conferences. This year we had several students present at the state conference and our graduate assistant had her submission accepted through a peer reviewed process and will be presenting at the 2016 Southern ACES conference. This the first time in several years, if ever, a student has presented at the regional ACES conferences.

4. Align, sustain and utilize efficient assessment systems for continuous improvement

DP #20: The department continues to integrate Livetext as our primary assessment program. Over the course of the fall and spring semester, the faculty worked in consultation with IDEAS room coordinator Kim Gangwish and COE assessment specialist Dr. Connie Schaffer to create new, CACREP appropriate rubrics based on the revised curriculum map and a schedule for full implementation of Livetext.

DP #21: The department is transferring all departmental data over to the Box. This will provide faculty with access to all departmental materials and expedite communication and editing between faculty and GA’s, making resources more readily available and shared.
DP #22: The “Program Development and Improvement” form is used for faculty to have a formal document for recording data relevant to program and improvement and development. Relevant information for this document responds to formal and informal student/course evaluations, site supervisor evaluations, and/or feedback from department stakeholders. This information is maintained in the department office and utilized in faculty meetings to process current and future needs/revisions needed to facilitate program improvement and development.

DP #23: Standardized CMHC practicum and internship evaluation documents were implemented in 2015 as part of the new practicum and internship manuals. These items, noted below, provide valuable information related to monitoring the perceptions and effectiveness of individuals with direct oversight of students in field experiences as well and provide additional student feedback regarding course instructors and, importantly, their perceptions of their placement site. This information is used by faculty to assess current and future placement sites. Responsibility for the following:

- Site Supervisor Evaluation of Students
- Student Evaluation of Site Supervisor
- Student Evaluation of Site Placement
- Student Evaluation of Practicum/Internship Instructor

REFLECTIVE SCHOLAR

5. Support and promote faculty, staff, and student research and creative activities

RS #1: The counseling department has completed a manuscript based on the “Community of Practice” the core faculty formed to explore how reflection is integrated throughout the curriculum. The manuscript will be submitted to a peer reviewed counseling journal summer ’16. This project has provided valuable insights into how individual faculty perceived the concept of reflection and lead to informative faculty discussions on when reflective strategies were integrated and how these strategies were used to promote the personal and professional development of students.

RS #2: The counseling department’s Upsilon Nu Omicron chapter of Chi Sigma Iota was reinstated at full membership.

RS #3: Upsilon Nu Omicron held its formal induction ceremony for new members. Nine new members were inducted into Counseling’s International Academic Honor Society. Preceding the induction ceremony Barbara Jensing, a UNO Counseling Department graduate, adjunct instructor, and director of Project Harmony, gave a short presentation on trauma informed counseling with children. In addition, parents,
significant others, and friends of the inductees were invited to the ceremony. Over 30 friends, family, and significant others attended, some traveling several hours to support inductees. This marked the first time friends and significant others were invited to the ceremony and several indicated their appreciation for being invited to the ceremony. This process will be repeated each semester as it is an effective way to honor students who meet the high standards required for CSI membership and provides a unique opportunity to invite friends and family to share firsthand in their friend’s/family member’s accomplishments during the program.

RS #4: The faculty consistently encourages faculty to promote student involvement in professional organizations and attend/submit proposals at state, regional, and national level counseling conferences. In addition, students completing the thesis option are, beginning fall 2016, required to present their thesis research at the UNO Graduate Research Fair.

RS #5: Faculty promote upcoming conferences and other professional development opportunities and UNO grant training/resources in class and via the departmental listserv.

6. Celebrate and share research and creative activities internally and externally

RS #6: A “faculty 411” section is now included in all newsletters. This section highlights faculty research and creative activities and is an excellent way to showcase the breadth of activities faculty are involved in each semester. This section is also an effective way of highlight faculty research interests and successes to current and prospective students.

RESPONSIBLE CITIZEN

7. Lead and support collaborative efforts that align with college, campus, and community priorities

RC #1: The department’s CSI chapter, Upsilon Nu Omicron, began discussions on advocacy and professional development activities that will link our chapter with the UNO and Omaha professional communities to promote the counseling profession, UNO counseling, and support the metropolitan mission of the university.

RC #2: Several department faculty participated in meetings at the state level in order to examine alternative certification routes for professional school counselors. As a result of these yearlong discussions at the state level, two alternative routes appear imminent. If verified by the NDE, students will be able to gain employment as school counselors in NE without the two years teaching experience. These alternative routes appear to include additional credit hours, but most addition requirements appear to be covered by our
school concentration given our 48 credit program. This development is, in the view of the counseling faculty, a positive development in that it brings NE in alignment with the vast majority of state requirements for school counselors nationally. It also opens up a range of new recruiting options for new students in our department and, ultimately, to train more professional school counselors to fill the significant gaps of qualified professional school counselors in Nebraska.

8. **Recruit and retain a diverse learning community of engaged citizens**

**RC #3:** The Department continues to receive solid application numbers, primarily from Nebraska residents spread across several higher education institutions. In the Spring 2015, the department admitted 23 students, a lower number fueled by concerns of CACREP faculty student/ratio issues. In the Fall/Summer 2015, 45 students were offered a slot in the program and 35 accepted. Our admission numbers continue to grow, with Summer/Fall 2016 interviews totaling 50 students-with 40 students planning to attend. When asked why they chose to apply to UNO, a majority of students cite our CACREP accreditation.

**RC #4:** The Counseling faculty continues to recognize need to diversify both our student body and faculty. The faculty continues to discuss options for increasing our student diversity with our Department Advisory Committee. Options noted have included additional and more intentional recruiting at local agencies and schools, mailing departmental brochures to agencies and schools across the metro area, and making personal recruiting trips to agencies in predominantly minority serving areas. This need was also highlighted as an item to be addressed when we apply for the additional 6 year CACREP accreditation.

9. **Communicate and celebrate the mission and vision of the college**

**RC #5:** As noted, the Counseling Department is working closely with Caitlin Wedding and the Dean’s office to revise the department website’s ease of use and depth/breadth of content. Several meetings between faculty, department GA/community clinic staff, and Dean’s office representatives have resulted in a list of intended changes. These changes are being implemented summer 2016 and are set to be completed prior to the Fall 2016 semester. A key element of the re-design will be to highlight the Department’s CACREP accreditation and each program in more detail.

**RC #6:** The Vision and Mission of COE are communicated through the department’s focus on providing programs and experiences that align with the stated COE and UNO Mission and Vision. These are communicated through our CACREP accredited curriculum, focus on personal as well as professional development throughout the program, and an increased focus and expectation for scholarship and research at the regional, national, and international levels. Examples include Counseling faculty presentations at the local (UNO/Omaha metro), regional, national, and international levels, presentations, 2 at the regional level, 3 at the national level, and 1 international
presentation. These presentations, along with additional publications in peer reviewed journals and service activities, are consistent with the mission and vision of COE and UNO.

RC #7: The Counseling Department’s 2014-15 Program Outcomes report has been posted on the Department website. This is a CACREP requirement and while the document is quantitative in nature, it has been updated to provide a more visually appealing product for users of the website. In addition, the CMHC practicum and internship manuals are posted on the website. These documents allow students, faculty, field placement supervisors, and current and prospective students an opportunity to examine the clinical requirements of a CMHC counseling degree.
ITEM 6

CLINIC REPORT
The Community Counseling Clinic (CCC) is a service of the University of Nebraska at Omaha Graduate Counseling Department, a part of the College of Education. The department chair serves as the Clinic Director, with responsibilities for the all aspects of the clinic operation. The CCC is also staffed by a licensed mental health practitioner who serves as the clinic coordinator. The clinic coordinator works under the supervision of the clinic director and in conjunction with the practicum instructor, with key responsibilities for providing general supervision of the clinic’s physical space and graduate students enrolled in practicum, administrative tasks (including, but not limited to client scheduling), and marketing the clinic to the UNO and Metro Omaha community. Additional supervision is available for students via counseling licensed counseling faculty members. Overall, the UNO Counseling Clinic is among the most modern stand-alone graduate level counselor training facilities in the country, offers an invaluable training site UNO counseling faculty and students, and helps meet a critical need for quality, low cost mental health services in the Omaha metro area. In addition, the clinic’s facilities are increasingly used by faculty as a site for implementing classroom interventions and course assignments that build on the theory to practice goal of counselor training. Examples include students completing role play assignments where they practice their basic counseling skills and, in a more advanced course, complete a full biopsychosocial clinical interview. Students are also able, under specific parameters, to utilize the clinic to practice when the clinic is closed to clients.

The CCC underwent considerable changes in 2015. Following a review of CCC procedures by the department chair, a number of revisions and updates were made with the intention of creating a training environment that aligns, to the extent possible, with the structural and procedural aspects with clinical mental health agencies. In collaboration with counseling faculty and the clinical coordinator, a series of changes occurred. Specifically, these included the creation of a formal CCC policy and procedures manual, revised/standardized documents (and documentation procedures), new student orientation procedures, and revisions to client transfer policies between semesters. Practicum instructors retain authority over class policies and procedures while working with and within the new CCC policies and procedures. All revisions are reviewed on an ongoing basis by the clinic director, clinic coordinator, and counseling faculty to ensure the safety of clients, students, faculty, and students. Additionally, the clinic coordinator’s established hours are M-Th from 2-6pm (last sessions at 6pm). Review of client data revealed that few sessions were scheduled past 7 pm. These hours allowed the clinic’s supervised hours to change from evening hours to afternoon and evening hours.

Another key change to the CCC was a change to the cost of counseling services. Previous policy allowed free counseling services to UNO students and low cost counseling services to individuals ($5) and couples/families ($10). Following formal and informal discussions between counseling faculty and the Dean’s office and a marketing analysis of the CCC by UNO MBA students, payments for counseling services were adjusted to $10 for all individual sessions (including UNO students) and $20 for couples and families. Although increased, these prices continue to provide access to quality mental health care at cost significantly below the cost of most clinical mental health agencies or private practitioners in the Omaha metro. In addition, pro-bono cases will continue to be considered on an individual basis (per ACA Ethical Code). The spring 2016 semester was the initial semester with this cost structure. Anecdotal evidence gathered from the clinic coordinator’s interactions with clients indicated some frustration with the cost increase and a limited number chose to discontinue services noting the costs. However, while some attrition rates due to cost increases was expected, the pricing structure has not triggered undue client concerns.
CLINIC USAGE – Spring 2015 to Fall 2015

Numbers are based on scheduled clients, and may reflect occasional inaccuracies. These numbers are relevant only to hours in the UNO clinic. A second section of Practicum students is based at an outside community agency (ENCAP).

- Total Clinic Clients: 114 (Spring-Summer-Fall of 2015)
- Total Clinic Client Hours: 930 (Spring-Summer-Fall of 2015)

This data indicate a reduction in client numbers and total client hours. Several variables may be at play. These include, but are not limited to:

- Lower enrollment in practicum courses (Spring=7 (only 6 were at the clinic)/Summer=5/Fall=4) Clients attend an average of 8 sessions, an engagement level (i.e., returning after the initial session) consistent with community based outpatient mental health clinics. With practicum capped at 6, each course with less than 6 eliminates a minimum of 40 direct service hours per student.
- Inclement weather: Inclement weather can and does have a significant impact on client attendance and is a normal element of clinical mental health agency work.
- Access and Cost: While not a major concern, both access and cost for services rendered can be a deterrent to clients/students with limited financial resources.
- Need to increase marketing in the community.

INCOME GENERATED

While the clinic numbers were lower for clients served and total clinic client hours, the UNO Community Clinic saw a respectful increase in income generated from $5589.00 to $6735.00. A clearer picture of the impact of the new pricing structure will be better known in the following year as this report does not incorporate those numbers. Overall, this increase is based on blend of clinic hours and revenue from the “group experience”.

- Spring 2015 $2,350.00 – January-April ($1,140.00 clinic; $1,210.00 group exp.)
- Summer 2015 $1,835.00 – May-August ($1,150.00 clinic; $685.00 group exp.)
- Fall 2015 $2,550.00 – September-December ($940 clinic; $1,610.00 group exp.)
  $6,735.00

The increase in “group experience” revenue is due to the department now offering two group experience opportunities per semester, including summer. This provides more opportunity for revenue as well as allows students to complete the experience earlier during their program of study as it is a requirement for both the core group counseling courses and practicum.
CLINIC MARKETING

Marketing the clinic has been done in a variety of ways. With the help of Caitlin Wedding in the Dean’s office, the clinic revised the Clinic’s brochure. This brochure has been distributed throughout Omaha by the Clinic Coordinator and by counseling faculty during site visits. The brochure is also featured prominently on the department website and allows for improved visibility of our services and provides faculty and students an easy means by which to send critical information about clinic services to potential referral sources throughout the Omaha metro. A recent example is the Clinic Director sending the brochure’s link to the Chair of the Psychiatry Department at UNMC after corresponding on potential collaborative projects between our departments. In addition to our current referral partners (i.e., UNO Counseling Services), the following new referral sources have been developed over the past year:

1. UNMC Psychiatry Department
2. Lutheran Family Services of Omaha
3. Nebraska Family Services
4. Metropolitan Community College

In addition, the UNO Community Clinic was the featured in a recent edition the COE’s Happenings. This article provided readers and COE constituents with insights into the clinic’s mission and services. Colorful and intentionally placed photos helped highlight the high quality staff and services provided at the clinic. To further the article’s reach, it is linked on the department website.

Overall, the UNO Community Clinic has made significant strides this year and expects the trend to continue next year.
ITEM 7
UNIT STRATEGIC PLAN
Identifying Goals for the Coming Year
ITEM 7
UNIT STRATEGIC PLAN, IDENTIFYING GOALS FOR THE COMING YEAR

DEDICATED PRACTITIONER
Identify and implement quality program design, effective course delivery and student support services

a. The Counseling Department will complete and submit the additional CACREP standards needed to attain the additional 6 year accreditation.
b. The Counseling Department will continue designing new rubrics and syllabi to correspond with the curriculum map that was revised in Fall 2015 and finalized in Spring 2016.
c. The Counseling Department will continue to build toward the implementation of Livetext for the Fall 2016 semester, with full implementation set for Fall 2017.
d. The Counseling Department will continue to monitor and revise programs and policies of the UNO Community Counseling Clinic in order to maximize benefits to students, clients, and other stakeholders who could be positively impacted by the services offered within the clinic.
e. The Counseling Department will seek to clarify and implement additional hybrid and online courses when they are consistent with the vision and mission of the department and COE.
f. The Counseling Department will complete the administrative tasks necessary to ensure that the agreed upon curriculum revisions will be approved ready for full implementation in the Fall 2017 semester.
g. The Counseling Department’s CSI Chapter, Upsilon Nu Omicron, will see an average of 5 new inductees in the Fall and Spring semesters.
h. The UNO Community Clinic will identify and begin communication at least 2 new potential referral prospects each semester.
i. The UNO Community Counseling Clinic will expand their marketing campaign with the goal of the clinic being known in the Omaha metro region as a viable option for clients seeking quality, low cost mental health services.

1. Support and promote ongoing professional development for students, faculty, staff and community partners
a. The Counseling Department will continue to encourage faculty and student collaboration on research and for presenting together at professional conferences.
b. The Counseling Department will continue to use the dedicated counseling department listserv and department newsletter to notify students and faculty of information and opportunities for involvement in professional conferences and seminars as well as information related to professional trends and job/volunteer opportunities within the counseling and allied mental health areas.

2. Align, sustain and utilize efficient assessment systems for continuous improvement
a. The Counseling Department will continue to revise and implement documents related to assessing program and student outcomes consistent with CACREP requirements.
b. The Counseling Department will create, and modify as needed, a schedule for collecting CACREP required program assessment.

c. Counseling faculty will utilize the new “program development and improvement” document and revise, add, or delete information/assignments/rubrics, etc. that do not facilitate program improvement and development.

d. The Counseling Department will continue to develop and implement Livetext and begin initial data collection on student learning outcomes per CACREP requirements.

REFLECTIVE SCHOLAR

1. Support and promote faculty, staff, and student research and creative activities
   a. The Counseling Department will notify students of opportunities for research/creative activities/conferences/seminars via the dedicated listserv, advising sessions/class, and in the department newsletters.
   b. Department will assist students in locating and applying for funding for research or travel to appropriate professional conferences.

2. Celebrate and share research and creative activities internally and externally
   a. Faculty research and creative activities will continue to be highlighted via the department newsletter.
   b. The department newsletter will be shared electronically with the Deans Office and all COE department heads in order to better communicate the activities and successes of the students and faculty.
   c. Counseling faculty will continue to share their professional interests and research at local, state, regional, national, and international conferences.
   d. The counseling department will utilize the upgraded, easier to navigate website to share faculty and student successes and research.

RESPONSIBLE CITIZEN

1. Lead and support collaborative efforts that align with college, campus, and community priorities.
   a. The department’s CSI chapter will design and implement a program/service that aligns with the mission of local mental health provider/school and begin building a long term relationship.
   b. Counseling faculty (and students when opportunities arise) will continue to engage in service to UNO, COE, and the professional communities of Omaha and the metro region.

2. Recruit and retain a diverse learning community of engaged citizens
   a. The department will engage with at least 2 new mental health provider agencies/school/SA offices and create/renew internship sites for students
   b. With proper approval, department will actively recruit new, diverse tenure track faculty applicants.

Communicate and celebrate the mission and vision of the college

a. Counseling department faculty and staff will advocate for the metropolitan mission of UNO through the training of responsible citizens, reflective scholars and dedicated/reflective practitioners.
ITEM 8

COMMUNITY ENGAGEMENT / SERVICE LEARNING ACTIVITIES
ITEM 8
COMMUNITY ENGAGEMENT/SERVICE LEARNING ACTIVITIES

NOTE: The Office of Academic Affairs uses this information to document campus and COE engagement activities for the President’s Higher Education Community Service Honor Roll. Please include activities that occur between January 1, 2015 and December 31, 2015.

1. The UNO Counseling Department sponsors an annual Supervision Seminar as part of their CACREP accreditation. These seminars range from 2-4 hours and provide education and training in areas surrounding the provision of clinical and administrative supervision to counselor trainees and licensed mental health practitioners.

2. Upsilon Nu Omicron is actively seeking to identify community partnerships consistent with the academic and service mission of Chi Sigma Iota. Potential outcomes of their efforts could be, but are not limited to, volunteer opportunities for students, the development of an ongoing partnership between UNO and community mental health providers and schools, and opportunities for students to gain research, advocacy, and leadership experience.

3. Counseling faculty provided seminars on Wellness as part of Graduate Studies student series. These presentations focus on conceptualizing wellness as a holistic concept and creating a wellness lifestyle that can reduce stress, improve health and relationships, and improve overall wellbeing.