Training
Annual Report
2011-2012

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Between July 1, 2011 and June 30, 2012, the UCS provided training for a total of ten practicum students, and we worked with two intern classes. We also provided post-doctoral supervision for a volunteer adjunct staff member who was working to gain supervised clinical hours towards licensure.

During the 2011-2012 academic year, we trained six beginning practicum students from the UI doctoral program in counseling psychology. These six students continued as advanced practicum students during the spring. We also trained four additional advanced doctoral students in specialty practica: two from the counseling psychology program and two from the counselor education program. Three interns completed their 12-month doctoral internship in August of 2011, and the subsequent class of three began shortly thereafter. Finally, as a sponsor approved by the American Psychological Association to provide continuing education programs, the UCS provided 22.5 hours, more than half of the 40 hours of continuing education required for psychology licensure renewal each biennium.

**Beginning Practicum**

The UCS provided beginning practicum training for six doctoral students who are enrolled in the UI’s Counseling Psychology Program. Students also participated in the fall Beginning Practicum course, which was taught by UCS Practicum Coordinator/Adjunct Faculty in Counseling Psychology, Dr. Audrey Bahrick. Each student carried a caseload of four to five clients weekly and delivered one outreach program.

- **Students Enrolled**  
  6.0

- **Services Provided**
  - assigned clients 250.0
  - program/outreach 6.0
  - total 256.0

- **Training Received**
  - individual supervision 106.5
  - group training 83.5
  - recording review estimate 84.0
  - total 274.0

**Efficiency Calculation**
• hours of training provided (including recording review estimate) / hours of trainee service delivered
• 274.0 / 256.0 = 1.07

Efficiency ratings reflect the number of training hours invested for every hour of service delivered by the trainee. Including supervisors’ recording review time, 1.07 hours of training were invested for every service hour delivered by the beginning practicum students.

**Students’ Satisfaction.** Beginning practicum students rated seven elements of the practicum. On a 3-point scale with “3” being “very helpful” and “1” being “not really helpful.” Mean ratings ranged from 2.0 to 3.0, with mean of mean score of 2.6. Mean ratings were as follows: clinical supervision – 3.0, program supervision – 2.8, interaction with UCS staff – 2.8, evaluation and feedback – 2.8, training conference – 2.7, COD observation – 2.2, and program activity – 2.0. Students were generally satisfied with their training experience. The ratings for COD observation and for the program activity spanned the entire range. Comments suggested that some students valued observing the clinical consultation as context for the work with their assigned clients more than others, and that some students valued the experience of delivering an outreach program more than others. One student indicated a preference to present about mental health-related issues more than the presentation on academic skills.

**Advanced Practicum**

The six students continued as advanced practicum students during the spring. Each student carried a caseload of six to seven clients weekly and delivered one outreach program.

**Spring Semester, 2012**

• Students Enrolled 6.0

• Services Provided
  
  assigned clients 327.5
  program/outreach 6.0
  total 333.5

• Training Received
  
  supervision 149.5
  class and case conference 15.0
  recording review estimate 90.0
  total 254.5

**Efficiency Calculation**

• hours of training provided (including recording review estimate) / hours of trainee service delivered
• 254.5 / 327.5 = .78
Including supervisors’ recording review time, .78 hours of training were invested for every service hour delivered by the advanced practicum students.

**Students’ Satisfaction.** Advanced practicum students rated six elements of the practicum. Mean ratings ranged from 2.2 to 3.0, with mean of mean score of 2.7. Mean ratings were as follows: program supervision – 3.0, evaluation and feedback – 2.8, clinical supervision – 2.8, training conference – 2.8, interaction with UCS staff – 2.4, and program activity – 2.2. Advanced practicum students were generally satisfied with their training experiences. Students indicated that they wanted more interactions with a wider range of staff members and more opportunities to observe their clinical work. Several students noted how helpful support staff members had been. While students were highly satisfied with their program supervision, several students noted that they would have preferred to present their programs about topics more directly related to mental health, rather than about academic success.

**Advanced Specialty Practicum**

During the fall semester, the UCS provided advanced practicum training for a student who is enrolled in the UI’s Counseling Psychology Program and for two students who are enrolled in the UI’s Counselor Education Program. The CP student was contracted to be at the UCS approximately 15 hours weekly, and the others were contracted to be at the UCS approximately 10 hours weekly. All carried caseloads of seven clients. The CP student also completed a specialized experience, with some exposure to the role of the psychologist in the Department of Athletics, and brief co-facilitation of a weekly support group. The three students continued through both spring and fall semesters and were joined by an additional student from the UI’s Counseling Psychology Program, for a total of four specialty students. This student also gained experience as a co-facilitator of the International Student Support Group; one of the Counselor Education students participated in COD training as well.

- **Students Enrolled**
  4.0

- **Services Provided**
  assigned clients 406.5
  Support Group 12.0
  total 418.5

- **Training Received**
  supervision 182.5
  case conference 30.0
  recording review estimate 105.0
  total 317.5

**Efficiency Calculation**

- hours of training provided / hours of trainee service delivered (including recording review estimate)
- 317.5 / 518.5 = .76
Including supervisors’ recording review time, .76 hours of training were invested for every service hour delivered by the Advanced Specialty Practicum students.

**Student’s Satisfaction: Fall and Spring.** The Advanced Specialty Practicum students rated eight aspects of their experience. The students all gave uniformly positive ratings (i.e., 3.0) for seven of the eight elements (i.e., clinical supervision, evaluation and feedback, case conference, program activity, program supervision, practicum specialty activity, and practicum specialty supervision) both semesters. Interactions with UCS staff received mean ratings of 3.0 (fall semester) and 2.75 (spring semester). The overall mean of means was 2.97. Students expressed the wish to have an even broader range of experience with groups and COD.

**Interns**

Three doctoral interns are the primary trainees at the UCS. The 2010-2011 class completed the American Psychological Association (APA)-accredited internship on August 5, 2011. The 2011-2012 class began the internship on August 8, 2011. They participated in training seminars and clinical supervision, and they provided service to meet internship requirements towards doctoral degrees.

**August 8, 2011 through June 30, 2012**

- Interns Enrolled 3
- Services Provided
  - clinical service 1,352.5
  - outreach 122.0
  - provision of clinical supervision 81.0
  - total 1,555.5
- Training Received
  - individual supervision 568.5
  - group training 155.0
  - recording review estimate 200.0
  - total 923.0

**Efficiency Calculation**

- \( \frac{923}{1555.5} = .59 \)

Interns received effective supervision and effective seminar instruction. They provided efficient service to the UCS. The entire training staff was involved with workshop and seminar presentations about assessment, diversity, theoretical orientations, programming,
supervision, teaching, and ethics. Nine of the eleven staff psychologists were eligible to provide clinical supervision to interns.

**Satisfaction.** At the close of fall semester, interns rated their satisfaction with fourteen aspects of the training program on a “1” to “6” scale, with “1” indicating “very poor” and “6” indicating “excellent.” Mean ratings ranged from 4.8 to 6.0, with a mean of means of 5.1. Outreach Mentoring received a mean rating of 6.0. The mean ratings for clinical supervision and for COD Mentoring were 5.8. Clinical emphases received a mean rating of 5.6. Opportunities to participate on administrative committees received a mean rating of 5.5. Assessment Seminar, Brief Therapy Case Conference, Diversity Seminar, Outreach and Consultation activities, and opportunities to work with a variety of cases received mean ratings of 5.3. Professional Seminar, PCS Seminar, and EST Seminar received mean ratings of 5.0, and staff development received a mean rating of 4.8.

At the close of spring semester, interns rated their satisfaction with ten aspects of the training program, using the same scale. Mean ratings ranged from 4.8 to 6.0, with a mean of means of 5.6, indicating high satisfaction. Outreach Mentoring again received a mean rating of 6.0. The mean ratings for clinical supervision, clinical emphases, outreach activities, and Supervision Seminar were 5.8. Mean ratings for Professional Seminar, Brief Therapy Seminar, and Diversity Seminar were 5.7. Opportunities to work with a variety of cases and staff development received mean ratings of 5.3. Opportunities to participate on administrative committees received a mean rating of 4.5.

**Post-Doc**

A volunteer postdoctoral adjunct staff member joined our staff in mid-November, so that she could begin to accrue post-doc supervised hours required for licensure. Through the end of June, she had provided 108 hours of counseling and had received 31 hours of clinical supervision.

*Efficiency Calculation*

- hours of training provided / hours of trainee service delivered
- $31.0 / 108.0 = .29$

**UCS Staff Psychologists**

Finally, the UCS provided regular post-licensure consultation for two staff psychologists who are already licensed. The consultation focused on assisting the staff members with the adjustment to the UCS. Throughout the year, they received a total of 34.5 hours of consultation.
Continuing Education

Dr. Eva Schoen served as Staff Development Coordinator. Under her leadership, the UCS provided twenty-two and a half hours of continuing education for the UCS staff toward licensure requirements. She also ensured that six of the hours within the biennium focused on ethics, an additional requirement for psychology licensure renewal. Please note the program titles, presenters, and dates in Appendix I.

Multicultural Considerations

We trained a diverse group of trainees who carry multiple intersecting identities, these identities included those that carry privilege and identities that have been oppressed. We were aware of our trainees’ differences in gender, sexual orientation, age, body size and type, nationality, citizenship, language, disability, social class identity, religion and spirituality, and disability and ability. We strove to provide a safe training environment in which our trainees could further develop their multicultural competence. We also strove to attend to the experiences of the trainees and our staff members within our agency as they carried out their work, to help us learn more about how we can continue to grow in our efforts to become a multicultural organization.

Multicultural Accomplishments

To assist our staff with developing multicultural competence as support staff, clinicians, and trainers, eight and one half hours of the continuing education presentations focused explicitly on the development of our multicultural competence. These program listings are italicized in the CE Table in Appendix I. Two additional CE programs had implications for diversity-related issues as well. The Involuntary Commitment Law in the State of Iowa program, presented by a retired judicial referee, illuminated some of the challenges faced by people who need mental health services when they have limited financial resources. The presentation on stalking and social technology, presented by individuals who have treated women stalked by male partners, had implications for gender and violence.

During the summer of 2011, we added an item to our Supervision Preparation Form that trainees complete each week: “Multicultural Considerations: Salient aspects of clients’ identity that inform conceptualization or process.” Supervisors anecdotally agreed that the prompt was useful in helping them to deepen the multicultural discussions in supervision.

During the summers of 2011 and 2012, our Training Team discussed the extent and circumstances when it may be useful to invite discussion of aspects of the trainees’ and trainers’ identities within the supervision process. Although we did not reach consensus or clarity, we plan to continue to explore and reflect on our supervisory process, with awareness of inherent power differences. We have scheduled a fall continuing education program about multicultural issues in clinical supervision to help us further our thinking.
Over the summer of 2012, our Training Team worked to draft items to the trainees’ satisfaction with their trainers’ effectiveness in helping them develop awareness of self and others as cultural beings. We will add the items to the evaluation form assessing trainees’ satisfaction with their clinical supervision experiences.

Goals and Progress, 2011-2012

1. **Respond to the APA Commission on Accreditation’s earlier response to the site visit report.**

   On August 16, 2011, the APA Commission on Accreditation (CoA) communicated their response to the earlier Site Visit Report. In that letter, the CoA communicated their decision to defer their decision about accreditation for more information. They requested a response prior to the March, 2012 CoA Meeting. On January 13, 2012, Dr. Julie Corkery, Assistant Director for Training, sent the UCS response to the CoA. On April 23, the CoA communicated their decision to grant the internship accreditation for the maximum interval, until 2018.

2. **Cope with increasing demands on UCS training resources for space and supervisors.**

   The number of beginning practicum students had decreased this year, with only six beginning students. We are prepared for a class of eleven beginning students and two advanced students for fall, 2012. We have discussed best uses of space and will continue to work to be intentional about the space.

3. **Maintain positive working relationships with academic departments on campus.**

   Our relationship with the Counseling Psychology program continues to deepen. We have worked collaboratively to address training challenges and to celebrate successes. We had positive experiences with Counselor Education students as well. We have also had a very positive experience with a doctoral intern from clinical psychology.

4. **Maintain effective training at three levels: internship, practicum, and continuing education.**

   Based on the reports of efficiency and satisfaction earlier in the report, we are pleased with our training.

5. **Develop a streamlined electronic system for evaluating the training programs.**

   We did not make progress on this stated goal. At this point, we plan to prioritize reworking evaluation forms across levels to be consistent with the National Competencies Benchmark document, rather than to integrate the forms into an electronic database. This National Competencies Benchmark document nicely
integrates a range of expected competencies, including multicultural competencies. Further, we will carefully assess the number of data points that we need to maintain as Proximal Outcome data for continuing accreditation, to see if we can be more efficient in that process.

6. **Assess the newly developed structure for training practicum students in outreach programming.**

Dr. Lanaya Ethington has worked collaboratively with the Office of Student Retention to develop a workshop series for which she trains our practicum students to present. We have data from the Retention Office that indicates that participants are satisfied with the presentations. The practicum students expressed satisfaction with the training and supervision, but they would like to present about topics less related to academic success and more directly related to mental health. As the topics have been negotiated within a larger consultation process and are consistent with the goals for the Division of Student Life, the students might benefit from additional training about contextual variables, to help them learn about broader consultation process.

**Other Training Area Accomplishments**

1. **Continuing Education** – On April 13, 2012, the Assistant Director of Training submitted a reapplication to the APA Sponsor Approval System (SAS) for the UCS to continue as an approved sponsor of continuing education for psychologists. On July 9, 2012, we were notified that we have received five-year approval as sponsors. This is the maximum length for approval.

2. **Development of New Beginning Practicum Evaluation Form** – A working group comprised of UCS Training Team members and doctoral students from the Counseling Psychology program developed a new evaluation form for beginning practicum. The form is based on the National Competencies Benchmark document and will provide a starting point as we redraft our evaluation forms for the internship next year.

3. **Website Updates in the Training Area** – Dr. Ren Stinson worked with several staff psychologists to create videos related to the internship. The videos enable us to showcase the warmth and support provided within the UCS. We believe that the videos will help us with our recruiting efforts.

**Goals, 2012-2013**

1. Continue to provide effective training at all levels.

2. Review the overall evaluation process for interns. Review and revise UCS internship goals, while incorporating material from the National Competencies Benchmark document, in a manner consistent with APA Accreditation Guidelines and Principles.

3. Continue to assess the effectiveness of our training in multicultural competence.
## Continuing Education for Staff
### University Counseling Service
### July 1, 2011 – June 30, 2012

<table>
<thead>
<tr>
<th>Topic</th>
<th>Presenter(s)</th>
<th>Date</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Evidence-based Practice: Cognitive Behavior Therapy – Enhanced</td>
<td>Sarah Edwards, M.A.</td>
<td>07/06/2011</td>
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<tr>
<td>The Art of Counseling in a Diverse World</td>
<td>Georgina Dodge, Ph.D.</td>
<td>07/20/2011</td>
<td>1.5</td>
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<td>Counseling Center Assessment of Psychological Symptoms (CCAPS)</td>
<td>Eva Schoen, Ph.D. Brad Brunick, Ph.D.</td>
<td>07/27/2011</td>
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<td>Issues and Concerns among Muslim Women: Working Effectively with Muslim Women</td>
<td>Saba Rasheed Ali, Ph.D.</td>
<td>09/07/2011</td>
<td>1.5</td>
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<td>Best Practices in Suicide Prevention in College and University Students</td>
<td>Sam Cochran, Ph.D. Keri Neblitt, L.M.S.W.</td>
<td>10/05/2011</td>
<td>1.5</td>
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<td>Working with Chinese International Students</td>
<td>Scott Liu, Ph.D. Tzu-An Hu, M.S.</td>
<td>02/08/2012</td>
<td>1.5</td>
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<td>Practice Systems Approach to Multicultural Awareness</td>
<td>William Liu, Ph.D.</td>
<td>03/07/2012</td>
<td>1.5</td>
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<td>Involuntary Commitment Law in the State of Iowa</td>
<td>William Keen, J.D.</td>
<td>04/04/2012</td>
<td>1.5</td>
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<td>Using ACT Approach for Depression Treatment</td>
<td>Tzu-An Hu, M.A.</td>
<td>04/11/2012</td>
<td>1.0</td>
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<td>Stalking and Social Technology: Current Trends and Implications for Counseling Centers</td>
<td>Jerrod Koon, M.A. Ren Stinson, Ph.D.</td>
<td>04/18/2012</td>
<td>1.5</td>
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<td>Documenting Disabilities for Academic Accommodations</td>
<td>Mark Harris, Ph.D.</td>
<td>05/02/2012</td>
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<tr>
<td>Clinical Case Presentation: Integration of ACT and TLDP</td>
<td>Jeremy Kinser, M.A.</td>
<td>05/30/2012</td>
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<td>Clinical Case Presentation: Evidence Based Practice for Depression, Substance Abuse, and ADHD</td>
<td>Rebecca Brock, M.A.</td>
<td>05/30/2012</td>
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<td>Multicultural Competencies as an Ethical Requirement</td>
<td>William Liu, Ph.D.</td>
<td>06/13/2012</td>
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<tr>
<td>Psychologists’ Role in Informed Consent for SSRI and SNRI Antidepressant Medications</td>
<td>Audrey Bahrick, Ph.D.</td>
<td>06/27/2012</td>
<td>1.5</td>
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*Italicized programs are those that focused explicitly on the development of multicultural competence.*