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# **Training Area**

## **Annual Report**

### **2010-2011**

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Assistant Director

#### **University Counseling Service**

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# Annual Report

## Training Area

University Counseling Service  
2010-2011

*Julie Corkery, Ph.D., Assistant Director*

Between July 1, 2010 and June 30, 2011, the UCS provided training for a total of fifteen practicum students, and we worked with two intern classes. We also provided post-doctoral supervision for two temporary staff members.

During the fall semester, we trained eleven beginning practicum students from the UI doctoral program in counseling psychology. The eleven students continued as advanced practicum students during the spring semester. We also trained four more advanced doctoral students in specialty practica, three from the counseling psychology program and one from the clinical psychology program. Three interns completed their 12-month doctoral internship in August of 2010, and the subsequent class of three began shortly thereafter. Finally, as a sponsor approved by American Psychological Association to provide continuing education programs, the UCS provided 15 of the 20 hours of continuing education hours that are required for licensure by the State Licensing Board of Psychology Examiners. They co-sponsored a total of 27.25 hours of CE with other organizations.

### Beginning Practicum

The UCS provided beginning practicum training for eleven doctoral students who are enrolled in The University of Iowa'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 Bahrck. Each student carried a caseload of three to four clients weekly and delivered one outreach program.

### Fall Semester, 2010

• Students Enrolled	11.0
• Services Provided	
assigned clients	360.0
program/outreach	16.5
total	376.5
• Training Received	
supervision	218.0
class and case conference	73.0
tape review estimate	165.0
total	456.0

*Efficiency Calculation*

- hours of training provided (including tape review estimate) / hours of trainee service delivered
- 456.0 / 376.5 = 1.21

Efficiency ratings reflect the number of training hours invested for every hour of service delivered by the trainee. Including supervisors’ tape review time, 1.21 hours of training were invested for every service hour delivered by the beginning practicum students.

**Students’ Satisfaction.** Beginning practicum students rated six elements of the practicum. On a 3-point scale with “3” being “very helpful” and “1” being “not really helpful,” mean ratings ranged from 2.6 to 3.0, with mean of mean score of 2.8. Mean ratings were as follows: clinical supervision – 3.0, interaction with UCS staff – 2.9, training conference – 2.7, program activity – 2.7, evaluation and feedback – 2.6 and program supervision – 2.6. Beginning practicum students were generally satisfied with their training experience. The theme of the comments about the least positive aspect of the practicum was that space for counseling rooms was limited.

**Advanced Practicum**

The eleven 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. The also received training in COD, providing either co-consultation or live-supervised services in this role..

**Spring Semester, 2011**

• Students Enrolled	11.0
• Services Provided	
assigned clients	614.5
COD	7.0
program/outreach	35.5
total	657.0
• Training Received	
supervision	346.5
class and case conference	14.0
tape review estimate	165.0
total	525.5

*Efficiency Calculation*

- hours of training provided (including tape review estimate) / hours of trainee service delivered
- 525.5 / 657.0 = .80

Efficiency ratings reflect the number of training hours invested for every hour of service delivered by the trainee. Including supervisors’ tape review time, .80 hours of training were invested for every service hour delivered by the advanced practicum students.

**Students’ Satisfaction.** Advanced practicum students rated eight elements of the practicum. Mean ratings ranged from 2.2 to 3.0, with mean of mean score of 2.5. Mean ratings were as follows: evaluation and feedback – 3.0, COD – 3.0, clinical supervision – 2.9, COD supervision – 2.9, interaction with UCS staff – 2.6, program activity – 2.5, program supervision – 2.5, and training conference – 2.2. Advanced practicum students were generally satisfied with their training experience. The comments about the lowest-rated aspect, the training conference, indicated that some students did not like limiting the focus of the conference to COD cases.

**Advanced Specialty Practicum**

The UCS provided advanced practicum training for three students who are enrolled in The University of Iowa’s Counseling Psychology Program and for one student who is enrolled in The University of Iowa’s Clinical Psychology Program. All four developed a specialization to deepen their experience and distinguish the practicum from their previous practica. The specializations included services to people of color, international student support group, men’s group therapy, and clinical consultation. They continued through both spring and fall semesters.

• Students Enrolled	4.0
• Services Provided	
assigned clients	437.0
COD	27.0
PCS Group	29.0
therapy Group	45.0
total	538.0
• Training Received	
supervision	206.5
case conference	29.0
tape review estimate	120.0
total	355.5

*Efficiency Calculation*

- hours of training provided / hours of trainee service delivered (including tape review estimate)  
 $355.5 / 538.0 = .66$

Efficiency ratings reflect the number of training hours invested for every hour of service delivered by the trainee. Including supervisors' tape review time, .66 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. Seven of the eight areas: clinical supervision, interaction with UCS staff, case conference, program activity, program supervision, practicum specialty activity, and practicum specialty supervision, all received exclusively the highest satisfaction ratings during both semesters. Overall evaluation and feedback received a mean rating of 3 and 2.75 during the fall. The overall mean of means was 2.98.

**Interns**

Three doctoral interns are the primary trainees at the UCS. The 2009-2010 class completed the APA-accredited internship on August 6, 2010. The 2010-2011 class began the internship on August 9, 2010. They participated in training seminars and clinical supervision, and they provided service to meet internship requirements towards doctoral degrees.

**August 9, 2010 through June 30, 2011**

- Interns Enrolled 3
- Services Provided
 

assigned clients	683.5
COD	372.0
group	158.5
program/outreach/ consultation	80.5
provision of clinical supervision	74.5
psychoeducational evals	70.0
total	1439.0
- Training Received
 

supervision	475.0
orientation, seminars, workshops	198.0
tape review estimate	200.0
total	873.0

### *Efficiency Calculation*

- $873 / 1439.0 = .61$

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. Ten of the eleven senior staff psychologists were eligible to provide primary clinical supervision to interns.

**Satisfaction.** At the close of fall semester, interns rated their satisfaction with various aspects of the training program on a “1” to “6” scale, with “1” meaning “very poor” and “6” meaning “excellent.” Interns rated their supervision, COD mentorship, staff development, clinical specialties, and all of their seminars. Mean ratings ranged from 5.0 to 6.0, with a mean of means of 5.5, indicating a considerable degree of satisfaction. Clinical emphases, Professional Seminar, and Brief Therapy Seminar received mean ratings of 6.0. PCS Mentoring and COD Mentoring received a mean rating of 5.8. Clinical supervision and Diversity Seminar received a mean rating of 5.7. Assessment Seminar and EST Seminar received mean ratings of 5.5. PCS Seminar and Opportunities to Participate in Administrative Teams received mean ratings of 5.2. Outreach and Consultation Activities and the Opportunity to work with preferred types of cases were 5.0.

At the close of spring semester, interns rated their satisfaction with ten aspects of the internship. Mean ratings ranged from 5.0 to 6.0, with a mean of mean rating of 5.6. Brief Dynamic Case Conference, Supervision Seminar, Clinical Emphases, and Variety of Cases received the highest ratings of 6.0. Clinical Supervision and Professional Seminar received a mean rating of 5.6. PCS mentoring received a mean rating 5.5. Opportunity to participate on administrative committee received a mean rating of 5.3. Diversity Seminar and Outreach and Consultation activities received mean ratings of 5.0. Two interns noted that they would have preferred that more experiential activities be integrated into Diversity Seminar.

### **UCS Staff Psychologists**

Finally, the UCS provided weekly post-doctoral supervision for two temporary senior staff psychologists who are working toward their license. Throughout the year, they received 54.5 hours of supervision. During that time, they delivered 505.5 hours of clinical service, 53 hours of training, and 7 hours of PCS Services, for a total of 565.5 hours of service. Their training to service efficiency coefficient was .10.

## **Continuing Education**

Dr. Eva Schoen served as Staff Development Coordinator. Under her leadership, the UCS provided fifteen hours of continuing education for the UCS staff toward licensure requirements. With the University of Minnesota Counseling and Consulting Service, the UCS co-sponsored 21.25 CEs for the Big Ten University Counseling Centers Conference. With UI Learning and Development, the UCS co-sponsored 6 hours of CEs. Please note the program titles, presenters, and dates in Appendix I.

## **Goals and Progress, 2010-2011:**

### **1. Host an internship accreditation site visit.**

The Self-Study was submitted to the APA Commission on Accreditation by the September 1<sup>st</sup>, 2010 deadline. We hosted Site Visitors Drs. Arnie Abels and Kim Gorman on March 28<sup>th</sup> and 29<sup>th</sup>, 2011. The visitors completed their site visit report, and we submitted our response for the mid-July (7/14 and 7/15) CoA program review meeting.

### **2. Deepen intern training in outcome assessment and in scholarship.**

Outcome Assessment. Assessment Seminar, Supervision Seminar, and PCS Seminar incorporated readings on outcome assessment. Each intern developed and conducted outcome assessments for their Program / Consultation Services Projects, which were presented to the UCS staff this fall. Given that the UCS has integrated the regular use of the Counseling Center Assessment of Psychological Symptoms (CCAPS) to assess symptoms. Use of the inventory for repeated-measures is readily available, and the Assessment Seminar will include training about the use of the CCAPS.

Scholarship. The UCS established new criteria for the summer projects, to integrate a more scholarly approach. Interns were required to identify a UCS need related to Program Consultation Services Projects. They were required to complete a brief literature review and to develop a related intervention. Their PCS Mentors supervised the scholarly projects. The interns completed the literature review and proposed projects by the start of spring semester, to enable them to work with intention, and they have submitted their completed projects.

### **3. Maintain substantive clinical specialties for interns.**

The internal clinical specialties continued to work well. The interns were well satisfied with the three areas: LDHD/ADD assessment, Acceptance and Commitment Therapy, and Treatment of Eating Disorders.

### **4. Adapt to the addition of a larger number of practicum students..**

The UCS trained 15 practicum students. The class of 11 beginning practicum students was the largest class to date, after 10 beginners in 2010. We provided effective training, though caseloads took longer to fill with larger classes, particularly for the fall. Beginners had fewer client contacts, with a mean number of 33, both during the fall of 2009 (class of ten) and 2010. These numbers contrast to those of the two previous fall semesters, when beginning practicum students averaged 42 and 48 client contacts. This year, students also mentioned that arranging for therapy rooms was a complication of their practica given space limitations. In particular, students were dissatisfied with room logistics for managing consultant-on-duty (COD) contacts.

**5. Maintain positive working relationships with academic programs on campus.**

We worked with two doctoral programs, the counseling psychology program and the clinical psychology program. The relationships have been positive and collaborative.

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

Training has been effective and efficient across levels. Beginning practicum is the least efficient level of training. Several issues arose with COD training within Advanced Practicum this spring. Limits on rooms for which the required live observation are limited, and the scheduling was tight and complex. Because the COD training produces no clinical hours that are not simultaneously monitored by supervisors, it is a labor-intensive aspect of training.

Training supervisors meetings, site visit preparation meetings, and continuing education hours compete for time on the Wednesday Morning Meeting schedule. We offered slightly fewer than our goal, with only 15 CE hours this year. However, UCS staff were invited to attend the 6.0-hour CE program offered by UI Learning and Development Office in exchange for the co-sponsorship.

## **Goals, 2011-2012**

- 1. Respond to the Commission on Accreditation response to the site visit report.**
- 2. Cope with increasing demands on UCS training resources for space and supervisors.**
- 3. Maintain positive working relationships with academic departments on campus.**
- 4. Maintain effective training at three levels: internship, practicum, and continuing education.**
- 5. Develop an electronic system for evaluating the training programs.**
- 6. Assess the newly developed structure for training practicum students in outreach programming.**

**Continuing Education for Staff  
University Counseling Service  
July 1, 2010 – June 30, 2011**

<b>Program Title</b>	<b>Presenters</b>	<b>Date</b>	<b>CEs</b>
Empirically Supported Treatment: Treating PTSD with Cognitive Processing Therapy	Ren Stinson, M.A.	07/07/2010	1.0
Acceptance and Commitment Therapy (ACT): Six Core Processes	Brad Brunick, Psy.D. Lanaya Ethington, Ph.D.	07/28/2010	1.0
Mandatory Reporting for Child and Dependent Adult Abuse	Julie Corkery, Ph.D.	09/15/2010	2.0
Substance Abuse: Level of Treatment	Lowell Yoder, M.A.	09/29/2010	2.0
Developmental Model of Intercultural Sensitivity (DMIS)	Helen Jameson, M.A.	10/27/2010	1.5
Licensure and Credentialing for Psychologists and Doctoral Students	Judy Hall, Ph.D.	02/16/2011	1.0
Practical and Ethical Considerations for Developing Multicultural Competencies	William M. Liu, Ph.D.	04/13/2011	1.5
Hookup Culture: Developmental and Psychological Considerations and Counselor Response	Rebecca Stinson, M.A.	04/27/2011	1.0

<b>Program Title</b>	<b>Presenters</b>	<b>Date</b>	<b>CEs</b>
Evidence-based Practice Case: Acceptance and Commitment Therapy	Elizabeth Bradshaw	06/08/2011	1.0
Food's Effect on Body and Mood	Terry Wahls, M.D.	06/22/2011	2.0
Evidence-based Treatment: Acceptance and Commitment Therapy to Treat Generalized Anxiety Disorder	Rachel Steinberg, M.A.	06/29/2011	1.0

**Co-sponsored CEs for UI Learning and Development  
University Athletic Club  
February 10 – 12, 2011**

<b>Program Title</b>	<b>Presenters</b>	<b>Date</b>	<b>CEs</b>
The Impact of Combat Deployment to Iraq & Afghanistan on Veterans: Assessment, Research, and Treatment	Michael Hall, Ph.D.	10/20/2010	6.0

**Co-sponsored CEs for Big Ten University Counseling Centers  
Conference  
University Counseling Service  
February 10 – 12, 2011**

<b>Program Title</b>	<b>Main Presenters</b>	<b>Date</b>	<b>CEs</b>
Sharing Power in a Changing World: Nurturing Vitality, Realizing Vision	BraVada Garrett-Akinsanya, Ph.D., L.P.	02/10/10	1.0
Bridging institutional gaps: Utilizing transgender-affirmative therapy with college students	Stephanie L. Budge, M.A., Shawyn Lee, M.A., Vanessa Monahan-Rial, B.A.,	02/11/11	1.25
Instilling Hope: Brainstorming Eating Disorders Treatment Options in College Counseling Centers	Jennifer Hommerding, MA, Lisa Werth, LCSW, Purdue University	02/11/11	1.25
Enhanced Quality of Life for Black student populations	Deidre A. Weathersby, Ph.D., Carla McCowan, Ph.D.,	02/11/11	1.25
Nurturing Ourselves: Reaching In, Reaching Out	Chanté Meadows, MSW, LSW, Ernesto R. Escoto, Ph.D, Abbey Carter Logan, MA, PC	02/11/11	1.25
The Role Of Religiosity And Spirituality In Responding To Survivors Of Suicide	Bonnie M. Benson, M.ed., Bong Joo Hwang, Ph.D., Robert Bennett, MSW, Todd Gibbs, B.A.	02/11/11	1.25
Doing More with Who We Are	Valerie Minchala, Ph.D., Jennifer Jeziorski, Psy.D.	02;11/11	1.25

<b>Program Title</b>	<b>Main Presenters</b>	<b>Date</b>	<b>CEs</b>
The Korean Conundrum: Managing stigma in the recruitment of group counseling members	Ji-yeon Lee, M.A., Stephanie Budge, M.A., Jennifer Wilson, M.A., Jenny Roper, M.A.,	02/11/11	1.25
Realizing Our Commitment To Diversity Through A Creative Outreach And Research Project	Peiwei Li, M.S., Amanda Voils-Levenda, M.S.	02/11/11	1.25
Enhancing Clinical Focus & Sustaining Energy Through Peer Consultation	Lanaya L. Ethington, Ph.D., Paula M. Keeton, Ph.D.	02/11/11	1.25
Creating A Culturally Sensitive Intake Template For Latino College Students	Sonia Dhaliwal, M.A, Dixie L. Turner, M.A.	02/11/11	1.25
Counseling Center Paraprofessionals: Empowering Students To Help Students	Theresa Benson Ph.D, Megan Mustafoff M.S, Elizabeth Gonzalez B.S.	02/11/11	1.25
The Intersection of Military Culture and College Life: Addressing Needs, Engaging, and Understanding Student Veterans and Service Members on Campus	Greg Alfred, M.A., Sean DeWinter, MSWII, Heather Pederson, Ph.D., Kristin Hoff, Psy.D., Robert Bennett, M.S.W.	02/11/11	1.25
Enhancing Resources: Creating and Sustaining a Campus-wide Approach to Student Mental Health	Barbara Blacklock, M.A., Ashley Brueske, B.A., Gary Christenson, M.D., Alisa Eland, Ph.D., Harriett Haynes, Ph.D., Will Mezel, B.S., Salina Renninger, Ph.D., Lisa Schulte, M.A.	02/12/11	1.25
Three Generations of Asian Counselors: The Role of Ethnic and Cultural Identity in Counseling Supervision	Ji-yeon Lee, M. A., Allison Hu, B.A., Jerry Shih, Ph.D.	02/12/11	1.25

<b>Program Title</b>	<b>Main Presenters</b>	<b>Date</b>	<b>CEs</b>
Expressive Therapy: Nurturing Vitality Of Clinical Practice	Bong Joo Hwang, Ph.D., Abbey L. Carter Logan, M.A	02/12/11	1.25
Freshman Alcohol Orientation: Making it Vital	Betsy Peterson, M.F.A., Mary Russell, M.S., Ph.D., Saroj K. Hardit, M.S., Jason Soble, M.S.	02/12/11	1.25
Vision & Vitality in the Classroom: Perspectives and Strategies for Engaging Students	Jeff Anderson, MS, Charles Helm, MA, Fengqin Lian, MA, Michael Peterson, MA, Gemma Punti, MA, Scott Slattery, PhD, & Adam Sumner, MS	02/12/11	1.25