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# **Training**

## **Annual Report**

### **2007-2008**

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**Annual Report--Training Area  
University Counseling Service (UCS)  
July 1, 2007--June 30, 2008**

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

Between July 1, 2007 and June 30, 2008, the UCS provided training for a total of eight practicum students, and we worked with two intern classes. We also provided post-doctoral supervision for a temporary staff member who is working toward licensure.

During the fall semester, we trained six beginning practicum students from the UI doctoral program in counseling psychology and one advanced practicum student from the UI doctoral program in Counselor Education. All seven continued as advanced practicum students during the spring semester. An additional doctoral student from the counseling psychology program joined the advanced practicum group for spring semester. Three interns completed their 12-month predoctoral internship in August of 2007, 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 fifteen and one-half hours of continuing education required for licensure by the State Licensing Board of Psychology Examiners.

**Beginning Practicum**

The UCS provided beginning practicum training for six doctoral students who are enrolled in The University of Iowa's Counseling Psychology Program during the fall semester. 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 delivered one outreach program and carried a caseload of three to four clients weekly.

**Fall Semester, 2007**

• Students Enrolled	6
• Services Provided	
assigned clients	250.0
program/outreach	7.5
total	257.5
• Training Received	
supervision	120.5
class and case conference	69.5
tape review estimate	90.0
total	280.0

*Efficiency Calculation*

- hours of training provided (including tape review estimate) / hours of trainee service delivered
- $280 / 257.5 = 1.09$

Efficiency ratings reflect the number of training hours invested for every hour of service delivered by the trainee. Including supervisors' tape review time, 1.09 hours of training were invested for every service hour delivered by the beginning practicum students. Tape review estimates include 15 hours of review for each student, which is the minimum review required of supervisors.

**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 2.4 to 3.0, with mean of mean score of 2.8. Mean ratings were as follows: evaluation and feedback–3.0, program supervision–3.0, interaction with UCS staff–2.8, clinical supervision–2.8, program activity–2.6, and training conference–2.4. Beginning practicum students were satisfied with all aspects of their training experience.

**Advanced Practicum**

**Fall Semester, 2007**

The UCS provided advanced practicum training for one student who is enrolled in the University of Iowa's Counselor Education program.

• Students Enrolled	1
• Services Provided	
assigned clients	40.0
PCS Group	14.0
Outreach Programs	1.0
total	55.0
• Training Received	
supervision	30.5
tape review estimate	15.0
total	45.5

*Efficiency Calculation*

- hours of training provided / hours of trainee service delivered (including tape review estimate)
- $45.5 / 55 = 0.83$

Including supervisors' tape review time, .83 hours of training were invested for every service hour delivered by the advanced practicum student during the fall.

**Students' Satisfaction.** The advanced practicum student rated the five aspects of the experience that applied to her. On a 3-point scale with "3" being "very helpful" and "1" being "not really helpful," the ratings ranged from 2.0 to 3.0, with mean rating of 2.80. Ratings were as follows: clinical supervision–3.0, interaction with UCS staff–3.0, evaluation and feedback–3.0, program supervision–3.0, and program activity–2.0.

### Spring Semester, 2008

The UCS provided advanced practicum training for seven doctoral students who are enrolled in the University of Iowa's Counseling Psychology program one doctoral student who is enrolled in the University of Iowa's Counselor Education program.

• Students Enrolled	8
• Services Provided	
assigned clients	422.0
COD	97.0
PCS Group	11.0
Therapy Group	21.0
Outreach Programs	6.0
total	557.0
• Training Received	
supervision	313.0
case conference	17.0
tape review estimate	120.0
total	450.0

### Efficiency Calculation

- hours of training provided / hours of trainee service delivered (including tape review estimate)  
 $450.0 / 557.0 = 0.81$

**Students' Satisfaction.** Advanced practicum students rated eight 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 2.68. Mean ratings were as follows: clinical supervision–3.0, evaluation and feedback–3.0, COD supervision, 2.86, interaction with UCS staff–2.86, program supervision, 2.71, program activity–2.43, and training conference–2.0. Advanced practicum students were most satisfied with activities in which they spent the majority of their time. For the program requirement, students who had less central roles were less satisfied. Only three students rated the value of the training conference, perhaps

not recognizing that the COD case conference served as the training conference. Students who rated the conference requested more structured training in conducting clinical consultations.

## Interns

Three pre-doctoral interns are the primary trainees at the UCS. The 2006-2007 class completed the APA-accredited predoctoral internship in professional psychology on August 3, 2007. The 2007-2008 class began the internship on August 13, 2007. They participated in training seminars and clinical supervision, and they provided service to meet internship requirements towards doctoral degrees.

### August 13 through June 30, 2008

Interns	3
• Interns Enrolled	3
• Services Provided	
assigned clients	705.0
COD	296.5
group	144.0
program/outreach	83.5
provision of PCS supervision	5.0
provision of clinical supervision	78.5
psychoeducational evals	54.0
total	1,366.5
• Training Received	
supervision	450.5
orientation, seminars, workshops	201.0
tape review estimate	120.0
total	771.5

### *Efficiency Calculation*

- $771.5 / 1366.5 = .56$

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 “6” meaning “excellent.” Interns rated their supervision, COD mentorship, staff development, clinical specialties, and all of their seminars.

Mean ratings ranged from 4.3 to 6.0, with a mean of means of 5.45, indicating a considerable degree of satisfaction. Clinical supervision, COD mentorship, Time-Limited Dynamic Seminar, PCS mentoring all received ratings of “6.0.” PCS Seminar and Opportunities to Participate on Administrative Committees received the only mean ratings to fall below 5.0. The theme of constructive input was that activities that incorporated interns’ engagement and involvement with the material were valued most highly.

At the close of the spring semester, interns rated their satisfaction with twelve aspects of the internship. Mean ratings ranged from 4.5 to 6.0, with a mean of mean rating of 5.71. Six of the twelve elements received ratings of “6.” Interns rated outreach and consultation activities at 4.5, citing less involvement during spring semester. All other ratings were higher than 5.0, “very good.”

## **UCS Staff Psychologist**

Finally, the UCS provided weekly post-doctoral supervision for a complimentary appointment senior staff psychologist who is working toward her license. During the fall semester, she received 12 hours of supervision and provided 26 hours of service, with an efficiency coefficient of .46. During the spring semester, she was hired as a temporary senior staff psychologist and received 21 hours of supervision.

## **Continuing Education**

Dr. Kelly Willson served as Staff Development Coordinator. Under her leadership, the UCS provided fifteen and one-half hours of continuing education for the UCS staff toward licensure requirements. Please note the program titles, presenters, and dates in Appendix I.

## **Goals and Progress:**

### **Goals for 2007-2008**

1. Maintain and foster good working relationships with academic departments on campus.
  - Rating: Excellent. We have strong relationships with counseling psychology. We worked with six students in the Counseling Psychology doctoral program. Another student from that program returned to the UCS for a third practicum.
2. Continue to provide effective and efficient training to interns, practicum students, and post-docs.
  - Rating: Excellent. We had adequate to strong efficiency across levels. Although we invested slightly more hours of training into the beginning practicum than they provided in service, those students continued in the spring and saw more clients weekly. The practicum students were well satisfied with their experiences. The internship continues to function well, also.

3. Maintain substantive clinical specialties for interns.
  - Rating: Very good. The specialties continue to be strong, a unique feature of our internship. We had positive specialties at the Veteran's Administration Medical Center, at the University of Hospitals and Clinics (UIHC) Department of Anesthesiology, and with the learning disabilities assessment specialization within the UCS. Because of structural changes in the external departments, we will be discontinuing those experiences. We have initiated two new clinical specialties at the UIHC, one in the UI Spine Center that will focus on pain management and one in the Behavioral Health Department that will focus on the treatment of eating disorders.
4. Continue to develop the Continuing Education program.
  - Rating: Very Good. We have been approved as a provider of APA Continuing Education for a five-year interval, provided that we maintain annual reports and pay annual fees. We implemented a new structure for the CE series, offering 90-minute programs during the second Wednesdays of every month, publicizing the programs to area psychologists. The structure seems well-integrated into our work, and participant evaluations have been strong. While only a few professionals other than UCS staff have attended, the CE programs have enabled us to strengthen and slightly expand our ties with the community of mental health providers.
5. Review our internship training methods, evaluations, and outcomes for consistency with recently updated criteria for accreditation.
  - Excellent. Recent revisions in the updated criteria focus on the assessment of competencies, outside clinical supervisory ratings. Because we have collected portfolio products and asked for multiple case presentations for several years, we had a good foundation for responding the changes. We added a portfolio item, a case presentation to PCS mentors with regard to the consultation projects. Next year, we will extend the report to include a consultation update from interns at the close of spring. We have benefited from senior staff members' deepening engagement with organizations across campus. All interns have been active and instrumental in working with their selected populations, and they completed strong case presentations.

### **Goals for 2008-2009**

1. Maintain and foster good working relationships with academic departments on campus.
2. Continue to provide effective and efficient training to interns, practicum students, and post-docs.
3. Maintain substantive clinical specialties for interns.
4. Continue to develop the Continuing Education program.
5. Review our internship training methods, evaluations, and outcomes for consistency with recently updated criteria for accreditation. This review will include an evaluation of recently added or modified portfolio products, which were developed to more fully comply with the requirement to include multiple indicators of interns' competencies.

**Continuing Education for Staff  
University Counseling Service  
July 1, 2007 – June 30, 2008**

<b>Program Title</b>	<b>Main Presenters</b>	<b>Date</b>	<b>Location</b>	<b>CEs</b>
Growing Pains: Adolescent : Self-Injury	Karen Nelson, Ph.D.	07/11/07	UCS	1.0
Clinical Case Presentation: Acceptance and Commitment Therapy	Lisa Kinderman, M.A.	07/11/07	UCS	1.0
Understanding and Preventing Men’s Violence Against Women	Monique DiCarlo, M.S.W.,	09/12/07	UCS	1.5
Persistence of Sexual Side Effects After Discontinuation of SSRIs	Audrey Bahrnick, Ph.D.	10/10/07	UCS	1.5
An Update on Eating Disorder Treatment: Research and Local Treatment Options	Eva Schoen, Ph.D. Shirley Haley, R.N.	11/14/07	UCS	1.5
College Student Suicide: Precedent-Setting Legal Cases, Pros and Cons of No-Suicide Contracts	John Westefeld, Ph.D.	12/12/07	UCS	1.5
Serving the Needs of College Students who Have Asperger’s Disorder	Megan Foley Nicpon, Ph.D.	02/12/08	UCS	1.5
Nonverbal Learning Disorder in College Students	Julie Kettmann, Ph.D.	03/12/08	UCS	1.5
Purging Disorder: Evidence for a “New” Eating Disorder	Pam Keel, Ph.D.	04/08/08	UCS	1.5
Increased Awareness of Campus Issues That Impact Transgender Students	Tiffany Tiberi, Ph.D.	05/07/08	UCS	1.5