Unit Assessment Plan
Counseling Center
2015

1. **Introduction** The UK Counseling Center (UKCC), a unit within the Division of Student Affairs

1.1. Unit Strategic Goals

- **Mission Statement:**
  In support of the University of Kentucky’s mission, the Counseling Center promotes the psychological, interpersonal, academic, and vocational development of students, and provides mental health consultation to the campus community. The Center accomplishes its mission through the provision of the following services:
  - Counseling
  - Workshop and Outreach programs
  - Training
  - Consultation
  - Crisis Intervention

- **Values:**
  The Counseling Center is grounded in the concern for the student learner as a unique, whole person. Psychological and interpersonal skills enhancement occur not only in the counseling sessions themselves but also in the academic, social, cultural, and recreational environments that encompass the campus community. The Center recognizes the value of collaboration with members of the university community in order to achieve our goals and to help these services and members achieve their goals. Our core values include:
  - Appreciation for diversity and respect for human dignity
  - Personal integrity, responsibility, and ethical decision-making
  - Resilience, emotional maturity, and effective coping skills
  - Healthy lifestyle choices
  - Respectful interpersonal relationships
  - Pursuit of academic, social, career, and life goals
  - Psychological health as a component of overall wellness

1.2. Basic Assessment Approach

- **Vision Statement:**
  The University of Kentucky Counseling Center will be a national leader among university counseling centers. The Counseling Center promotes the psychological, educational, and social well-being of students and prepares them to be productive members of the global society.

- UKCC provides services in three main areas, mental health counseling to students, outreach and psycho-education to the UK community, and training of doctoral practicum students and professional interns. The goals for assessment within UKCC are to evaluate these areas of service for strengths and areas of improvement based on both operational goals as well as learning outcomes. The resulting data will be used for strategic decision-making within the unit to enhance the provision of these services, improve accessibility and inclusiveness, and increase efficient use of resources.

- UKCC is partnering with the Division of Student Affairs via an assessment team approach in the process of conducting unit assessment. Through this process, UKCC aims to become more intentional in identifying data as available for use in assessment and also using previously-available data for program planning.
• UKCC is also focusing student learning assessment on its training programs with a primary goal of supporting accreditation for those programs.

1.3. Definition of Key Terms

**APA Commission on Accreditation:** A body with the American Psychological Association responsible for accrediting professional psychology internship programs.

**APPIC:** The matching program for professional internship programs.

**CCAPS:** Counseling Center Assessment of Psychological Symptoms. A measure of subjective distress administered periodically to clients to monitor therapeutic progress.

**Client, Student-Client:** Clients of UKCC are enrolled UK students receiving services from UKCC.

**Counselor, Therapist:** A provider of counseling services. A broad term used to indicate those conducting treatment who have a variety of educational backgrounds, credentials, or statuses within UKCC. These may include both trainees and employed staff.

**Data Year:** UKCC operates on the UK fiscal year, July 1-June 30, as its data year and typically reports annual numbers using this time frame.

**IACS:** International Association of Counseling Services. This international organization accredits counseling centers.

**Initial Assessment, Intake:** The first scheduled appointment for a client during which an assessment is conducted to obtain a mental health history, ascertain current functioning, and make recommendations for treatment and/or referral to other services.

**Intern:** A graduate student in the fields of Counseling or Clinical Psychology receiving professional training and supervision at UKCC. Interns apply from academic programs across the U.S. and Canada and are matched through a national process.

**ORS, SRS:** The Outcome Rating Scale, and Session Rating Scale. These are two very brief measures, typically employed together, the ORS at the beginning of a session and the SRS at the end. The ORS is similar to the CCAPS in that it is a measure of subjective distress. While the CCAPS is fairly detailed, the ORS is very simple. The SRS is a measure of the client’s perception of the relationship with the therapist for a given session. These two measures have been used at UKCC primarily by practicum students, and primarily as part of a research project. The results may also, however be used for assessment, as with the CCAPS.

**Practicum Counselor, Practicum Student:** A graduate student in a field of psychology, receiving clinical training and supervision at UKCC, typically as a practicum placement within their academic program.

**Psychologist:** The clinical staff of UKCC who have earned doctorates in fields of psychology, primarily counseling or clinical, and who are licensed as Health Service Providers in Psychology, or are in the process of obtaining such licensure, by the Commonwealth of Kentucky.

**Session:** A regular meeting between counselor and client for the provision of therapy. A session is typically 45 to 50 minutes and occurring weekly or biweekly.

**Termination:** The final session of a course of therapy if planned or the closing of a client case file if unplanned.

**Titanium:** Scheduling and electronic medical records (EMR) software designed specifically for university counseling centers.

2. Assessment Oversight, Resources

2.1. Division Learning Outcomes Assessment Coordinator

The coordinator for the Division of Student Affairs is Betsy Mahoney.

2.2. Unit Assessment Coordinator
The coordinator for UKCC is Nathaniel Hopkins. Larger decisions are typically made by UKCC staff as a body with oversight by the administrative staff including the Director, Mary Chandler Bolin. See 4.3 for more.

2.3. Other Assessment Committees
UKCC participates actively within the division assessment team.

2.4. Other Assessment Resources
The assessment coordinator, specifically, and the unit generally, make use of the UK Office of Assessment. The UK Office of Institutional Research is also available to aid both in conducting data collection with the broader student body or campus community, as well as evaluating available data in the context of other student databases. Support for standards, methods of assessment, and benchmarks are available from several resources. These include the International Association of Counseling Services (IACS), The Center for Academic Standards (CAS), The Center for Collegiate Mental Health (CCMH), and The Association for University and College Counseling Center Directors (AUCCCD).

3. Program-Level Learning Outcomes

3.1. Learning Outcomes by Program
The following learning outcomes were identified specifically for the internship program, but may also apply to the practicum program.

- **Trainees will improve competency as entry-level, generalist, professional psychologists:** Assessment, conceptualization & diagnosis; provision of short-term individual and group therapy.

- **Trainees will cultivate a commitment to diversity and provision of culturally competent services:** Awareness of self in assessment and treatment; knowledge of multicultural best practices; skill in working with culturally different clients.

- **Trainees will develop scientific and professional knowledge, identity, and ethical integrity:** Commitment to ethical practice; self-reflective practice; professional identity and values; knowledge of practice-related science; effective working relationships.

3.2. Benchmarks
Because there is no standard assessment for training outcomes, benchmarks are unavailable. The training programs (practicum and internship) establish standards and rubrics for passing the program based on national norms and practices. The target is for trainees to demonstrate improvement in outcome variables over the course of the program at both an individual and aggregate level. Accreditation for the internship program requires assessment of training objectives and use of the results both at the individual developmental level and to incrementally improve the program’s provision of training.

3.3. Accreditation Standards/Outcomes by Program
UKCC is accredited by the International Association of Counseling Services (IACS) which publishes a comprehensive set of guidelines and standards. These are available at [www.IACSinc.org](http://www.IACSinc.org).

The internship program is currently seeking accreditation from APA.

The Learning Outcomes stated here correspond directly to the training objectives identified by UKCC for the professional internship program as submitted to APA for accreditation.
4. **Curriculum Map**

<table>
<thead>
<tr>
<th>Training activity</th>
<th>Outcome 1</th>
<th>Outcome 2</th>
<th>Outcome 3</th>
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<tr>
<td>Provision of individual therapy</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Introduced</td>
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<td></td>
<td>Emphasized</td>
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<td>Reinforced</td>
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<tr>
<td>Provision of group therapy</td>
<td>Introduced</td>
<td>Reinforced</td>
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<td>Reinforced</td>
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<tr>
<td>Clinical assessment</td>
<td>Reinforced</td>
<td>Introduced</td>
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<td>Emphasized</td>
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<tr>
<td>Critical care</td>
<td>Introduced</td>
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<tr>
<td>Professional and clinical seminars</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
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<td></td>
<td></td>
<td>Emphasized</td>
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<tr>
<td>Case presentations</td>
<td>Introduced</td>
<td>Introduced</td>
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<td></td>
<td>Reinforced</td>
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<tr>
<td>Assessment of ADHD/LD</td>
<td>Introduced</td>
<td>Introduced</td>
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<td></td>
<td>Reinforced</td>
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<tr>
<td>Outreach programming and consultation project</td>
<td>Introduced</td>
<td>Introduced</td>
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<td></td>
<td>Reinforced</td>
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<tr>
<td>Multicultural seminar</td>
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<td>Reinforced</td>
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</tbody>
</table>

5. **Assessment Methods and Measures**

5.1. Direct Methods/Measures Preferred/Used at the Course and Program Levels

Trainees are assessed by the professional clinicians supervising them via several evaluation forms.

**Internship program:**

The primary assessment is the Evaluation of Intern form which includes 126 items in five overarching goal areas. Items are assessed using a developmental rubric using a 5-point scale based on level of knowledge, consistency of application, and independence in application. Interns present cases to the professional staff and fellow trainees several times throughout the year and are evaluated on these presentations using the Case Presentation Evaluation. This form uses a 1-5 competency-based rating scale.

Interns evaluate the program and their training experience, including achievement of learning objectives, at the end of the internship year using the Intern Evaluation of Experience form. The format of this varies by section, and includes both 1-5 scale ratings and qualitative response items.

Interns are also asked to respond regarding learning objectives after leaving the internship. This distal data is collected using the Distal Survey which contains the learning objective items from the Intern Evaluation of Experience form.

**Practicum:**

Practicum students are evaluated by supervising clinical staff using the Evaluation of Practicum Student form. This 41-item measure uses a 6-point rubric based primarily in independence of application of the skill.

UKCC also has access to a large amount of information through the center’s electronic medical records and scheduling software, Titanium. This information includes a variety of usage, operational, and demographic and other client-description information.
Student clients are routinely assessed during their treatment on several factors of clinical distress. Currently that assessment is via the CCAPS. Some practicum students are also administering the ORS/SRS. This information may be used in the assessment of the clinical services provided by trainees.

5.2. Indirect Methods/Measures Preferred/Used at the Course and Program Levels

The primary indirect measures in use at UKCC include the service evaluation given to clients twice per year and trainee self-assessments, typically of goals and growth areas. The service evaluation varies in length each year, but surveys clients about their experience of counseling including sense of improvement and their evaluation of their counselor, as well as structural feedback about the operations of the Center. Trainees complete a self-evaluation of skills at the beginning of the program, but this is used primarily to establish goals for supervision.

6. Data Collection and Review

<table>
<thead>
<tr>
<th>Assessed</th>
<th>Data 1</th>
<th>Data 2</th>
<th>Data 3</th>
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<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
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<tr>
<td>Outcome #1: Trainees will improve competency as entry-level, generalist, professional psychologists: Assessment, conceptualization &amp; diagnosis; provision of short-term individual and group therapy.</td>
<td>• Evaluation of Intern/Practicum</td>
<td>• Case Presentation</td>
<td>• Service Evaluation</td>
</tr>
<tr>
<td>As above</td>
<td>• Evaluated by clinical supervisors of trainees using the developmental rubric</td>
<td>• Evaluated by audience using the competency rubric</td>
<td>• Evaluation of trainees completed by clients using primarily likert responses</td>
</tr>
<tr>
<td>As above</td>
<td>• Gathered three times per year (2, 5, 12 months) for interns and twice (5, 9 months) for practicum.</td>
<td>• Conducted 5 times per year</td>
<td>• Gathered twice per year, presented in aggregate.</td>
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<td><strong>Year 2</strong></td>
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<tr>
<td>Outcome #2: Trainees will cultivate a commitment to diversity and provision of culturally competent services: Awareness of self in assessment and treatment; knowledge of multicultural best practices; skill in working with</td>
<td>• Evaluation of Intern/Practicum</td>
<td>• Evaluation of Internship</td>
<td>•</td>
</tr>
<tr>
<td>As above</td>
<td>• Evaluated by clinical supervisors of trainees using the developmental rubric</td>
<td>• Evaluated by trainees at the end of the program</td>
<td>•</td>
</tr>
<tr>
<td>As above</td>
<td>• Gathered three times per year (pre, mid, post) for interns and twice for practicum.</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Year 3</td>
<td>Outcome #1: As above</td>
<td>Outcome #3 Trainees will develop scientific and professional knowledge, identity, and ethical integrity: Commitment to ethical practice; self-reflective practice; professional identity and values; knowledge of practice-related science; effective working relationships.</td>
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<tr>
<td></td>
<td>• As above</td>
<td>• Evaluation of Intern/Practicum Evaluations • Evaluated by clinical supervisors of trainees using the developmental rubric • Gathered three times per year (pre, mid, post) for interns and twice for practicum.</td>
<td>• Case Presentation evaluations • Evaluated by audience using a competency rubric • 5 case presentations throughout the program with aggregated scoring.</td>
</tr>
</tbody>
</table>

7. **Assessment Cycle and Data Analysis**

Assessment of student learning takes place throughout the training programs and occurs in multiple facets of the programs. Supervisors and trainees are asked to complete assessments with both supervisors and the Training Director maintaining records of these assessments. Aggregated data is collected by the Training Director and assessed by the assessment coordinator.

UKCC follows multiple assessment cycles. Assessments are completed and evaluated on an annual basis with discussion of training program outcomes occurring within the oversight of the Training Committee as well as the larger staff at least once per year. Data will be gathered for all outcomes every year, with an emphasis on outcome #1 across years and outcomes #2 and #3 in the second and third year respectively. Longer assessment cycles depend on the length of accreditation and external unit review, typically 5 years, with aggregated data presented for these purposes.

Results will be analyzed and interpreted by June of each year with an assessment and improvement report submitted to the Division by October. Annual reports to accrediting bodies will also likely include annual assessment results excerpted from the division report. Deadlines for these are dependent on final accreditation timelines currently in process.
8. **Teaching Effectiveness**
   This area is not applicable to UKCC. However, the evaluation of the training program, completed by trainees, does provide some feedback regarding teaching methodology, structure, and effectiveness, primarily in qualitative form. These results are used by the Training Committee for iterative improvements in the programs, but are not the focus of this assessment plan.

9. **Post-graduate success**
   Distal assessment of learning outcomes and professional success is required for the internship program’s accreditation. The distal assessment, described above, will be administered periodically to provide assessment as required for the accreditation reporting cycle.
Appendices

UKCC Service Eval Fall 2014

Q1 This is an evaluation services at the UK Counseling Center between July 1st and December 24th, 2014. This evaluation is one of the primary ways that we have to get information for making changes to our service. We encourage you to be completely open and candid as this is the best way we can improve our services. Responses in previous years have resulted in changes to our physical space, the addition of new staff members, and guided our professional training. Your responses are the most helpful resource we have. We thank you for your feedback.

Q16 How would you have rated your well-being when you started counseling this school year?
- Poor (1)
- Fair (2)
- Good (3)
- Very Good (4)
- Excellent (5)

Q17 How would you rate your well-being at the end of counseling, or currently if you are still in counseling?
- Poor (1)
- Fair (2)
- Good (3)
- Very Good (4)
- Excellent (5)

Q18 Did you consider leaving UK due to the problems you were having?
- Yes (1)
- No (2)

Answer: If Did you consider leaving UK due to the problems you were ... Yes Is Selected

Q19 How helpful was the counseling you received in your remaining at UK?
- Of no help (1)
- Of little help (2)
- Somewhat helpful (3)
- Helpful (4)
- Very helpful (5)

Q20 How helpful was the counseling you received in helping you be a better student?
- Of no help (1)
- Of little help (2)
- Somewhat helpful (3)
- Helpful (4)
- Very helpful (5)
Q52 How helpful was the counseling you received in helping you be a better student? Valued

Q66 How many Days per week do you

<table>
<thead>
<tr>
<th>Exercise at moderate intensity (light sweat, not out of breath)</th>
<th>1 (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 (5)</th>
<th>6 (6)</th>
<th>7 (7)</th>
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<tbody>
<tr>
<td>Choice</td>
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<tr>
<th>Exercise at high intensity (sweating, high heart rate)</th>
<th>1 (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 (5)</th>
<th>6 (6)</th>
<th>7 (7)</th>
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<tr>
<td>Choice</td>
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<tr>
<th>Sleep 6-8 consecutive hours</th>
<th>1 (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 (5)</th>
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<tr>
<th>Eat 3 balanced meals</th>
<th>1 (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 (5)</th>
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Q21 I am satisfied with the results of my counseling

- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)
Q93 Counseling helped me...
<table>
<thead>
<tr>
<th>Objective</th>
<th>Strongly Disagree (2)</th>
<th>Disagree (3)</th>
<th>Neutral (4)</th>
<th>Agree (5)</th>
<th>Strongly Agree (6)</th>
<th>Not a Focus of Treatment (8)</th>
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<tbody>
<tr>
<td>Learn about how I interact with others (1)</td>
<td></td>
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<tr>
<td>Express my reactions in response to others (2)</td>
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<td>Share more openly about myself with others (3)</td>
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<td>Set better boundaries with others (4)</td>
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<td>Experience less anxiety in social settings (5)</td>
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<td>Improve my ability to interact with those who are different from me (6)</td>
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<td>Better use my social supports (7)</td>
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<td>Use healthier coping to manage distress (9)</td>
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Better manage time or be more organized (11)
Get more or better exercise (12)

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<thead>
<tr>
<th></th>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Neutral (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
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<tbody>
<tr>
<td>Get more or better exercise (1)</td>
<td>○</td>
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<td>○</td>
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<tr>
<td>Get better sleep (2)</td>
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<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Eat better (3)</td>
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Q75 Exercise was beneficial to my improvement in counseling
- ○ Strongly Disagree (1)
- ○ Disagree (2)
- ○ Neutral (6)
- ○ Agree (3)
- ○ Strongly Agree (4)

Q67 How often did your counseling encourage you to exercise?
- ○ Never (1)
- ○ Rarely (2)
- ○ Occasionally (3)
- ○ Often (4)
- ○ Very Often (5)

Q91 The following questions apply specifically to Understanding Self and Others group
Q74 The group screening was useful in clarifying guidelines and procedures for group counseling
- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

Q75 The group screening helped me establish specific goals to work on in group counseling
- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

Q76 Group counseling helped me try new behaviors in the group
- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

Q77 Group counseling helped me try new behaviors outside of the group
- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

Q78 Group counseling helped me attain my goals
- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

Q79 My group leaders helped create an environment in group that felt safe
- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)
Q80 My group leaders encouraged my participation in group
- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

Q81 My group counselors provided direction or helped the group focus when needed
- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

Q82 My group counselors helped group members discuss differences or work through conflict
- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

Q83 My group counselors helped group members discuss differences or work through conflict
- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

Q84 My group counselors worked well with each other
- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

Q85 My group counselors provided me with clear and useful feedback
- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)
Q86 My group counselors were responsive to the group's feedback
- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

Q87 What aspects of the group were the most valuable or helpful?

Q88 What aspects of the group would you have changed?

Q92 What did you learn about yourself from your group therapy experience?

Q89 Please provide any feedback that you would like to share with the group counselors:
Q35 Who was your primary counselor?
- Felito Aldarondo (1)
- Elizabeth Aranda (2)
- Matt Ashton (3)
- Mary Bolin (4)
- Tina Bryant (6)
- Katherine Cascio (7)
- Catherine Crew (16)
- Heather Davis (12)
- Minnah Farook (9)
- Christina Gill (20)
- Rae Lyn Glover (8)
- Kathryn Gould (10)
- Leah Kamin (11)
- Linda Hellmich (13)
- Jamie Hopkins (14)
- Nathaniel Hopkins (15)
- Sang-Hee Hong (5)
- Joi-Sheree Knighton (27)
- Jonathan Kodet (28)
- Michael McClellan (23)
- Megan Marks (17)
- Sharon Martin (18)
- Nathan Miles (19)
- Katy Owen (21)
- Elizabeth Riley (29)
- Danielle Rosenkrantz (22)
- Jennifer Speisman (24)
- Di Sobel (25)
- Aesha Tyler (26)
- Igor Vasilj (30)
Q39 Please describe anything $${q://QID35/ChoiceGroup/SelectedChoices}$$ did that was particularly helpful:

Q40 What would you have liked $${q://QID35/ChoiceGroup/SelectedChoices}$$ to do differently?

Q36 How well did you and $${q://QID35/ChoiceGroup/SelectedChoices}$$ work together?
- Poor (1)
- Fair (2)
- Good (3)
- Very Good (4)
- Excellent (5)

Q61 If issues of diversity (race/ethnicity, sexuality, spirituality, gender, disability, etc.) impacted your counseling, how well were those issues addressed by $${q://QID35/ChoiceGroup/SelectedChoices}$$?
- Poor (1)
- Fair (2)
- Good (3)
- Very Good (4)
- Excellent (5)
- Not Applicable (6)

Q38 If you needed help in the future, would you want to return to $${q://QID35/ChoiceGroup/SelectedChoices}$$?
- Yes (1)
- No (2)

Q56 Did you work with another counselor?
- Yes (1)
- No (2)
Q76 With who else did you work?
- Felito Aldarondo (1)
- Elizabeth Aranda (2)
- Matt Ashton (3)
- Mary Bolin (4)
- Tina Bryant (6)
- Katherine Cascio (7)
- Catherine Crew (16)
- Heather Davis (12)
- Minnah Farook (9)
- Christina Gill (20)
- Rae Lyn Glover (8)
- Kathryn Gould (10)
- Leah Kamin (11)
- Linda Hellmich (13)
- Jamie Hopkins (14)
- Nathaniel Hopkins (15)
- Sang-Hee Hong (5)
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- Danielle Rosenkrantz (22)
- Jennifer Speisman (24)
- Di Sobel (25)
- Aesha Tyler (26)
- Igor Vasilij (30)
Q57 Please describe anything {q://QID77/ChoiceGroup/SelectedChoices} did that was particularly helpful:

Q58 What could {q://QID77/ChoiceGroup/SelectedChoices} have done differently?

Q59 How well did you and {q://QID77/ChoiceGroup/SelectedChoices} work together?
- Poor (1)
- Fair (2)
- Good (3)
- Very Good (4)
- Excellent (5)

Q54 If issues of diversity (race/ethnicity, sexuality, spirituality, gender, disability, etc.) impacted your counseling, how well were those issues addressed by {q://QID77/ChoiceGroup/SelectedChoices}?
- Poor (1)
- Fair (2)
- Good (3)
- Very Good (4)
- Excellent (5)
- Not Applicable (6)

Q62 If you needed help in the future, would you want to return to {q://QID77/ChoiceGroup/SelectedChoices}?
- Yes (1)
- No (2)

Q41 Overall, I would rate my experience at the Counseling Center:
- Poor (1)
- Fair (2)
- Good (3)
- Very Good (4)
- Excellent (5)

Q42 I would recommend the Counseling Center to someone else.
- Yes (1)
- No (2)

Q43 The UK Counseling Center strives to be safe and inclusive for students of all backgrounds. How well did the Center meet this goal for you?
- Poor (1)
- Fair (2)
- Good (3)
- Very Good (4)
- Excellent (5)
Q44 Please elaborate on how the UK Counseling Center provides a safe and inclusive environment for students of diverse backgrounds.

Q77 The Center...

<table>
<thead>
<tr>
<th></th>
<th>1 (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 (5)</th>
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</thead>
<tbody>
<tr>
<td>Has unpleasant office spaces: Has pleasant office spaces (1)</td>
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<tr>
<td>Is difficult for me to physically access: Is physically accessible to me (2)</td>
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<tr>
<td>Has unhelpful reception staff: Has helpful reception staff (3)</td>
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</tbody>
</table>

Q49 Please elaborate on any of the above items.

Q50 Please provide any other comments (positive or negative) on what we do well and/or what we can improve.

Q15 How did you find out about the Counseling Center? (check all that apply)

- A student who had been here for counseling (15)
- An employee (faculty or staff) (16)
- Someone else who knew about the Counseling Center (1)
- Another health care provider (8)
- Workshop or presentation (2)
- Brochure or flyer (3)
- Information table (4)
- Kernel ad or article (5)
- Web site (6)
- Other (please specify): (7) ____________________
Q51 May we share your written comments (anonymously) in our department reports?
- Yes (1)
- No (2)

Q95 This year the Counseling Center switched to walk-in initial appointments. Given different waiting times, would you prefer walking in or scheduling an initial appointment?

<table>
<thead>
<tr>
<th>Walk-in with 1/2 hour wait: Schedule with 1 week wait</th>
<th>1 (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
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</thead>
<tbody>
<tr>
<td>Walk-in with 1 hour wait: Schedule with 2 week wait</td>
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<tr>
<td>Walk-in with 1.5 hour wait: Schedule with 3 week wait</td>
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</tbody>
</table>

Answer If waitlist Is Equal to yes
Q73 If you were waitlisted for services and did not respond to notices of available appointments, why did you not respond?
- Did not receive a notice of available appointments (4)
- Difficulty making time for counseling (5)
- The initial assessment met my needs (1)
- Got better for reasons unrelated to counseling (2)
- Got counseling services elsewhere (6)
- Didn't think counseling would be helpful (3)
- Counseling was not a priority, or was not motivated to return (8)
- Was already receiving other services at UKCC (11)
- Other (please specify): (10) ____________________
Q11 Did you attend a structured group or workshop this school year? (check all that apply)
- Wildcat Wellness Hour (Expressions, Stress Management, Relaxation, Mindfulness) (11)
- Social confidence group (2)
- Coping skills group (3)
- Graduate student support group (5)
- Mindfulness group (6)
- Yoga for relaxation (8)
- CBT group (9)
- Cultural Coffee Hour (10)

Q13 Did the group(s) or workshop(s) meet your needs?
- Yes (1)
- No (2)

Q14 How could we make the group or workshop more helpful?

Q4 If you used crisis walk-in services, did you get what you needed from your walk-in session(s)?
- Yes (1)
- No (2)

Q9 Did you mutually decide with your therapist to end treatment?
- Yes (1)
- No (2)
- Still in treatment (3)
- Only attended drop-in workshops (4)
Q10 Why did you end treatment? (Check all that apply)
- Got better because of counseling, or counseling met my needs (1)
- Got better for reasons unrelated to counseling (2)
- Counseling was not helpful (3)
- Did not work well with therapist (4)
- Scheduling difficulty (5)
- Reached the limit of allowed sessions (6)
- Became ineligible for services (withdrew from school, graduated, or had less than 6 credit hours) (7)
- Counseling was not a priority, or was not motivated to return (8)
- Accessibility (please elaborate): (9) ____________________
- Other (please specify): (10) ____________________
This feedback form is consistent with the training model at UKCC as it uses a developmental, competency-based model. The areas of competency listed below have been discussed in literature and are considered critical areas of knowledge, awareness, and skills for the practice of psychology. Trainees should be provided feedback based on their level of professional development, not relative to peers. Expectations of trainees vary depending on their training level. Average ratings for an intern at the beginning of their training may be 1-3, with a preponderance of 2s. Average ratings for an intern at the completion of the internship are expected to be 3-4, with some 2s and some 5s. Average ratings are expected to increase throughout the year. You must explain any “below expected level of competence” rating in the comments section. You may describe strengths and areas of growth in the comments section.

Intern: _______________________________

evaluation Period: ___Midpoint ___Final ___Other__________________

Primary Supervisors: _____________________ Date: ___________________

Other Supervisors: ________________ Date: ___________________

This evaluation is based on the following data:
___Video Recording ___Theoretical Discussion ___Client feedback
___Audio Recording ___Review of Records ___Other_______________
___Direct Observation ___Role Playing

<table>
<thead>
<tr>
<th>Intern Competency Rating Scale</th>
<th>Description</th>
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<tbody>
<tr>
<td>5 Advanced/ Postdoctoral</td>
<td>The trainee has shown very strong evidence of the knowledge, awareness, and/or skill. Performance is consistent. Knowledge, awareness, and/or skill are comparable to autonomous practice at licensure level. This rating may be evidenced at the completion of internship training. Supervision required while in training status. Focus is only on refining and developing more advanced performance.</td>
</tr>
<tr>
<td>4 High Intermediate/ Doctoral</td>
<td>The trainee has shown strong evidence of the knowledge, awareness, and/or skill. Performance is mostly consistent. Knowledge, awareness, and/or skill demonstrated in all but non-routine cases. This is a frequent rating at completion of internship. Supervisor provides overall management of trainee’s activities; depth of supervision warranted by clinical needs and focuses on increasing consistency and advancement of the activity.</td>
</tr>
<tr>
<td>3 Intermediate/ Internship</td>
<td>The trainee has shown some evidence of the knowledge, awareness, and/or skill. Performance is adequate but inconsistent. Occasional supervision and consultation is beneficial. This rating may be used at the beginning of internship in areas of strength for the intern, but is also acceptable at the end of internship; should remain focus of supervision to increase consistency with this skill.</td>
</tr>
<tr>
<td>2 Beginner</td>
<td>This is an emerging knowledge, awareness, and/or skill for trainee. Performance is inconsistent. Regular supervision and assistance is needed to develop this skill. Common rating at the beginning of internship, but must be explained in comments if at the end of internship. Remedial work may be required if provided for an intern at midyear.</td>
</tr>
<tr>
<td>1 New/ Remedial</td>
<td>Trainee lacks understanding and demonstrates minimal or no evidence of the knowledge, awareness, and/or skill OR trainee demonstrates problematic or harmful behavior requiring immediate attention. This level of competency may occur upon entry into the internship and may be due to little or no experience in this area. Increased supervision and/or remedial work will be required if this rating is provided for a pre-doctoral intern at midyear. This is not an acceptable level of competency for entry into practice.</td>
</tr>
<tr>
<td>NA</td>
<td>Not applicable for this training experience/not assessed.</td>
</tr>
<tr>
<td>Objectives and metrics</td>
<td>Metric Rating</td>
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<td>----------------------------------------------------------------------------------------</td>
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<tr>
<td><strong>Goal 1: To foster clinical competence as an entry level generalist professional psychologist.</strong></td>
<td></td>
</tr>
<tr>
<td>1.1 To demonstrate competence in initial assessment, diagnosis, and conceptualization of psychological functioning</td>
<td></td>
</tr>
<tr>
<td>1.1.1 Demonstrates ability to conduct and gather relevant information for intake interviews</td>
<td></td>
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<tr>
<td>1.1.2 Establishes rapport with clients that promotes clients' disclosure useful for assessment purposes</td>
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<tr>
<td>1.1.3 Demonstrates the ability to provide DSM-IV diagnoses</td>
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<tr>
<td>1.1.4 Demonstrates the ability to conceptualize cases</td>
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<tr>
<td>1.1.5 Demonstrates the ability to use relevant information gathered, including diversity, to provide appropriate and coherent treatment recommendations and referrals</td>
<td></td>
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<tr>
<td>1.2 To demonstrate competence in the provision of short term individual psychotherapy</td>
<td></td>
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<tr>
<td>1.2.1 Demonstrates the ability to link theory with interventions used</td>
<td></td>
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<tr>
<td>1.2.2 Demonstrate the ability to form a strong working alliance with clients</td>
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<tr>
<td>1.2.3 Creates a safe environment that promotes client disclosure, exploration, and reflection</td>
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<tr>
<td>1.2.4 Demonstrates the ability to collaborate with client to form appropriate treatment goals</td>
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</tr>
<tr>
<td>Comments:</td>
<td>NA 1 2 3 4 5</td>
</tr>
<tr>
<td>1.2.5</td>
<td>Demonstrates integrative therapy skills that combine attending, rapport building, interpreting, validating, summarizing, clarifying, reflecting, confronting, and supporting</td>
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<tr>
<td>1.2.6</td>
<td>Demonstrates basic helping skills including empathy, respect, genuineness, and warmth</td>
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<td>1.2.7</td>
<td>Demonstrates the ability to facilitate client change through an integration of cognitive, affective, and behavioral interventions</td>
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<tr>
<td>1.2.8</td>
<td>Demonstrates flexibility in responding to client’s changing needs and modify treatment plans as necessary</td>
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<tr>
<td>1.2.9</td>
<td>Demonstrate the ability to use both content and process information</td>
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<tr>
<td>1.2.10</td>
<td>Demonstrate the ability to attend to, manage, and use transference and countertransference</td>
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<tr>
<td>1.2.11</td>
<td>Demonstrates the ability to address emotional conflict</td>
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<tr>
<td>1.2.12</td>
<td>Shares when appropriate his/her own needs, values, and beliefs and explores with clients the impact of this sharing.</td>
</tr>
<tr>
<td>1.2.13</td>
<td>Demonstrates the ability to prepare client for termination, address any issues of termination, and terminate in effective manner</td>
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<table>
<thead>
<tr>
<th>1.1 To demonstrate competence in the provision of group psychotherapy</th>
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<td>1.1.1</td>
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<tr>
<th>Comments:</th>
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<tr>
<td>NA 1 2 3 4 5</td>
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<tr>
<td>Comments:</td>
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<tr>
<td>Requirement</td>
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<td>1.15</td>
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| 1.17        | Is able to intervene in order to facilitate group conflict, to work through the
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<tbody>
<tr>
<td>1.3.18</td>
<td>Is able to appropriately handle negative feedback from clients in group</td>
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<tr>
<td>1.3.19</td>
<td>Is able to appropriately handle positive feedback from clients in group</td>
</tr>
<tr>
<td>1.3.20</td>
<td>Is able to facilitate the development of intimacy skills</td>
</tr>
<tr>
<td>1.3.21</td>
<td>Is able to build therapeutic relationships with a variety of clients in the group</td>
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<tr>
<td>1.3.22</td>
<td>Accepting and respectful of differences in thoughts, beliefs, attitudes or values in group</td>
</tr>
<tr>
<td>1.3.23</td>
<td>Effectively processes multicultural issues in group work</td>
</tr>
<tr>
<td>1.3.24</td>
<td>Makes appropriate use of supervision and consultation including articulation of content and process concerns, co-leadership concerns, presentation of videotapes</td>
</tr>
<tr>
<td>1.3.25</td>
<td>Is able to manage administrative tasks including but not limited to record-keeping, telephone contacts with clients, setting pre-therapy appointments, and crisis management</td>
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<tr>
<td>1.4</td>
<td>To demonstrate competence in basic career assessment and decision making counseling as it</td>
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</table>
1.4.1 Demonstrates knowledge of career theory and development

1.4.2 Identifies different factors that can influence career choice

1.4.3 Demonstrates practical knowledge of relevant tests for career counseling

1.5 To demonstrate competence in crisis assessment intervention and consultation skills

1.5.1 Demonstrates the ability to recognize crisis/urgent/emergency situations

1.5.2 Demonstrates the ability to provide appropriate and effective interventions based on the crisis/urgent/emergency situation

1.5.3 Demonstrates the ability to conduct a lethality assessment and effectively take action with a client who is a danger to self or others

1.5.4 Demonstrate competence in providing effective consultation (s) to concerned university faculty, staff, parents or community members

1.5.5 Demonstrates the ability to seek consultation as needed

1.6 To demonstrate competence in the use of formal assessment measures

1.6.1 Demonstrates the ability to make decisions about conducting formal assessment including developing a referral question and selecting the appropriate measures to answer a referral question
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<tbody>
<tr>
<td>1.6.2</td>
<td>Demonstrates the ability to administer and score instruments</td>
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<td>1.6.3</td>
<td>Demonstrates the ability to interpret and integrate the results of instruments and write a well-organized psychological report</td>
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<td>1.6.4</td>
<td>Demonstrates the ability to give appropriate feedback to the client and provides specific recommendations to the client and to the referral source in a timely manner</td>
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<tr>
<td>1.6.5</td>
<td>Demonstrates the ability to manage referral and liaison relationships effectively and professionally</td>
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<td>1.6.6</td>
<td>Demonstrates the ability to seek consultation as needed</td>
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<td>1.6.7</td>
<td>Demonstrates the ability to address cultural issues as they impact the assessment process</td>
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<tr>
<td>1.6.8</td>
<td>Demonstrates the ability to utilize current research and literature in selecting, administering and interpreting assessments</td>
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</table>
Goal 2: To cultivate a commitment to diversity and provision of culturally competent services

<table>
<thead>
<tr>
<th>Objectives and metrics</th>
<th>Metric Rating</th>
<th>Overall Supervisor Rating and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 To demonstrate awareness of self as a cultural being in assessment, treatment, supervision, and consultation.</td>
<td></td>
<td>NA 1 2 3 4 5</td>
</tr>
<tr>
<td>2.1.1 Demonstrates ability to articulate own cultural worldview, background, and sociopolitical identities and how these may impact the counseling process</td>
<td></td>
<td>Comments:</td>
</tr>
<tr>
<td>2.1.2 Demonstrates awareness of own biases held as a result of cultural and sociopolitical background</td>
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<td>2.1.3 Demonstrates openness and willingness to work with diverse groups including those different from one's own</td>
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<tr>
<td>2.1.4 Demonstrates working knowledge of social, economic, and political factors impacting the lives of individuals of various cultural groups</td>
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<tr>
<td>2.1.5 Demonstrates working knowledge of the impact of power, privilege, prejudice, and discrimination on client functioning</td>
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<tr>
<td>2.2 To apply knowledge, skills, and perspectives regarding various dimensions of diversity to all professional work</td>
<td></td>
<td>NA 1 2 3 4 5</td>
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<tr>
<td>2.2.1 Demonstrates flexibility when working with diverse group.</td>
<td></td>
<td>Comments:</td>
</tr>
<tr>
<td>2.2.2 Demonstrates the ability to maintain rapport with clients from cultural and sociopolitical backgrounds different from intern's o</td>
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<tr>
<td></td>
<td>Demonstrates the ability to articulate and process diversity issues with clients and staff appropriately. Uses culturally relevant best practices</td>
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<tr>
<td>2.2.4</td>
<td>Demonstrates ability and willingness to seek out current research and literature that applies to working with clients from different cultural and sociopolitical groups.</td>
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<tr>
<td>2.2.5</td>
<td>Behaves in a way that is respectful of culturally and socio-politically different staff members and clients.</td>
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</table>
# Goal 3: To develop knowledge, skills, and ability to implement effective outreach, preventative programming, and consultation

<table>
<thead>
<tr>
<th>Objectives and metrics</th>
<th>Metric Rating</th>
<th>Overall Supervisor Rating and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 To demonstrate the ability to design and present outreach programming</strong></td>
<td>NA</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1.1.1 Demonstrates the ability to identify programming needs of various campus and community groups</td>
<td></td>
<td>Comments:</td>
</tr>
<tr>
<td>1.1.2 Demonstrates the ability to create effective programming</td>
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<tr>
<td>1.1.3 Demonstrates the ability to deliver interactive programs that demonstrate effective and professional facilitation skills</td>
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<tr>
<td>1.1.4 Demonstrates the ability to implement a variety of facilitation methods (e.g., lecture, experiential activities, facilitating discussion, using a variety of media and/or materials)</td>
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<tr>
<td>1.1.5 Demonstrate the ability to create learning objectives for programming</td>
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<tr>
<td>1.1.6 Demonstrate the ability to evaluate the efficacy of the program in meeting those objectives</td>
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<tr>
<td>1.1.7 Demonstrate the ability to utilize current research and literature within programs</td>
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<tr>
<td>1.1.8 Demonstrates sensitivity to diversity issues in all aspects of program planning</td>
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<tr>
<td>1.1.9 Participates in program evaluation of outreach and consultation work</td>
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</table>
3.2 To demonstrate the ability to consult effectively with various members of the university and the community

| 3.2.1 | Demonstrates the ability to form liaison relationships with university and community members |
| 3.2.2 | Is able to articulate different forms of consultation (e.g. mental health, educational, systems, advocacy) |
| 3.2.3 | Demonstrates the ability to gather information necessary to answer referral questions |
| 3.2.4 | Provides feedback to consultee of results and offers appropriate recommendations |
| 3.2.5 | Identifies and implements consultation interventions based on assessment findings |

<table>
<thead>
<tr>
<th></th>
<th>NA</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

Comments:
Goal 4: To facilitate competence in supervision.

<table>
<thead>
<tr>
<th>Objectives and metrics</th>
<th>Metric Rating</th>
<th>Overall Supervisor Rating and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Interns will develop skills to effectively provide supervision</td>
<td></td>
<td>NA 1 2 3 4 5</td>
</tr>
<tr>
<td>1.1.1 Demonstrates knowledge of models, theories, and research of supervision</td>
<td></td>
<td>Comments:</td>
</tr>
<tr>
<td>1.1.2 Demonstrates the ability to create a safe and professional environment for learning and growth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.3 Demonstrates the ability to set effective goals for supervision in collaboration with supervisee</td>
<td></td>
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<tr>
<td>1.1.4 Demonstrates the ability to provide appropriate, effective, and current resources to trainee</td>
<td></td>
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<tr>
<td>1.1.5 Demonstrates a balanced view of the strengths and areas of improvement of supervisee</td>
<td></td>
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</tr>
<tr>
<td>1.1.6 Demonstrates the ability to communicate feedback in an effective manner</td>
<td></td>
<td></td>
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<tr>
<td>1.1.7 Demonstrates the ability to constructively work towards</td>
<td></td>
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</tbody>
</table>
### Goal 5: To develop scientific and professional knowledge, identity and ethical integrity.

<table>
<thead>
<tr>
<th>Objectives and metrics</th>
<th>Metric Rating</th>
<th>Overall Supervisor Rating and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.1 To demonstrate a commitment to ethical practice in all of their professional roles</strong></td>
<td></td>
<td>NA 1 2 3 4 5</td>
</tr>
<tr>
<td>5.1.1 Demonstrates the ability to practice as an ethical and legal provider of psychological services</td>
<td></td>
<td>Comments:</td>
</tr>
<tr>
<td>5.1.2 Demonstrates the ability to conduct himself/herself by following the APA Ethical Principles and Code of Conduct as well as the APA Guidelines on Multicultural Education, Training, Research, Practice and Organization Change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1.3 Demonstrates the ability to follow Kentucky law regarding the legal</td>
<td></td>
<td></td>
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<tr>
<td>and ethical practice of psychologists</td>
<td></td>
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<td>--------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>5.1.4 Complies with UKCC policies and procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1.5 Addresses complex legal and ethical issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1.6 Develops strategies to seek consultation regarding complex ethical and legal dilemmas</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.2 To demonstrate the ability to engage in reflective practice, self-assessment, and self-care and to seek consultation when needed</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2.1 Exhibits self-awareness, understanding and reflection as well as genuine interest in learning</td>
<td></td>
</tr>
<tr>
<td>5.2.2 Demonstrates the ability to monitor their reactions and behaviors and the impact they may have with clients and in their interactions with trainees and other professionals</td>
<td></td>
</tr>
<tr>
<td>5.2.3 Demonstrates the ability to use the self as a therapeutic tool</td>
<td></td>
</tr>
<tr>
<td>5.2.4 Demonstrates the ability to recognize own areas of strength and growth</td>
<td></td>
</tr>
<tr>
<td>5.2.5 Demonstrates an understanding of the knowledge, extent and limits of clinical skills</td>
<td></td>
</tr>
<tr>
<td>5.2.6 Is able to self-identify strengths, areas of growth, and recommendations for future skill development</td>
<td></td>
</tr>
<tr>
<td>5.2.7 Demonstrates the ability to implement feedback into</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Comments: |  |
|-----------|---|---|---|---|---|---|
| NA | 1 | 2 | 3 | 4 | 5 |
| 5.2.8 | Properly prepares for supervision and utilizes supervision to improve and extend skills |
| 5.2.9 | Seeks supervision when personal problems may interfere with professional activities |
| 5.2.10 | Seeks supervision when working with client problems for which he/she has limited experience to ensure competence of services |
| 5.2.11 | Seeks consultation or supervision when uncertain about diversity issues with clients, other staff or community members |
| 5.2.12 | Takes responsibility for initiating discussions in areas in which increased understanding or skill development is needed |
| 5.2.13 | Values lifelong learning and curiosity |
| 5.2.14 | Demonstrates good self-care (recognizing and addressing own personal and professional concerns, minimizing interference with professional functioning) |</p>
<table>
<thead>
<tr>
<th>5.3 To develop a sense of professional identity as a psychologist.</th>
<th>NA 1 2 3 4 5 Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3.1 Keeps up with advances in the profession</td>
<td>____</td>
</tr>
<tr>
<td>5.3.2 Uses a variety of resources for professional development, including staff (for consultation and supervision), workshops, conferences, professional organizations, and reading on their own</td>
<td>____</td>
</tr>
<tr>
<td>5.3.3 Demonstrates an understanding of the role of a counseling center psychologist in relation to the larger university goals and mission</td>
<td>____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.4 To demonstrate professional values and attitudes in all of their roles.</th>
<th>NA 1 2 3 4 5 Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4.1 Verbal and nonverbal communications are appropriate to the professional context.</td>
<td>____</td>
</tr>
<tr>
<td>5.4.2 Demonstrates awareness of the impact behavior has on clients, the public and the profession</td>
<td>____</td>
</tr>
<tr>
<td>5.4.3 Displays professionalism and organization in day-to-day activities, including session notes, managing caseload, client follow-up, correspondence, etc.</td>
<td>____</td>
</tr>
<tr>
<td>5.4.4 Adheres to time boundaries (e.g. beginning and ending sessions on time, arriving to work on time)</td>
<td>____</td>
</tr>
<tr>
<td>5.4.5 Demonstrates appropriate interactions with staff and other trainees, including communication and attire</td>
<td>____</td>
</tr>
<tr>
<td>5.4.6 Demonstrates appropriate professional role with clients</td>
<td>____</td>
</tr>
<tr>
<td>5.4.7</td>
<td>Demonstrates appropriate professional role with campus professionals and others in the broader community</td>
</tr>
<tr>
<td>5.5</td>
<td>To apply scientific methods to practice and demonstrates advanced knowledge of core science</td>
</tr>
<tr>
<td>5.5.1</td>
<td>Reviews scholarly work and apply knowledge gained in professional practice</td>
</tr>
<tr>
<td>5.5.2</td>
<td>Independently applies evidence-based practice concepts in practice</td>
</tr>
<tr>
<td>5.5.3</td>
<td>Accurately evaluates scientific literature regarding clinical issues</td>
</tr>
<tr>
<td>5.5.4</td>
<td>Compiles and analyzes data on own clients (outcome measurement)</td>
</tr>
<tr>
<td>5.5.5</td>
<td>Uses findings from outcome evaluation to alter intervention strategies as indicated</td>
</tr>
<tr>
<td>5.5.6</td>
<td>Participates in program evaluation of clinical work.</td>
</tr>
</tbody>
</table>

<p>| 5.6 | To develop and maintain effective relationships with a wide range of clients, colleagues, and communities, and to manage difficult communication |
| 5.6.1 | Effectively negotiates conflictual, difficult or complex relationships |
| 5.6.2 | Maintains satisfactory interpersonal relationships with clients, peers, faculty, colleagues, and the public |</p>
<table>
<thead>
<tr>
<th>5.6.3</th>
<th>Accepts, evaluates, and implements feedback from others</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.6.4</td>
<td>Uses affective reactions in the service of resolving disagreements or fostering growth in others</td>
</tr>
<tr>
<td>5.6.5</td>
<td>Demonstrates openness to discussing and exploring self</td>
</tr>
<tr>
<td>5.6.6</td>
<td>Demonstrates openness to feedback and receives feedback non-defensively</td>
</tr>
<tr>
<td>5.6.7</td>
<td>Demonstrates ability to give difficult feedback to clients, supervisees, colleagues.</td>
</tr>
</tbody>
</table>
## Supervision and Training

<table>
<thead>
<tr>
<th>Type</th>
<th>Experience</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Individual Supervision</td>
<td>Received minimum 2 hrs/wk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Core Didactic Seminars</td>
<td>Attended at least 90%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. Intern Case Conference</td>
<td>Attended at least 90%</td>
<td></td>
<td></td>
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<tr>
<td>4. Case Presentations</td>
<td>Completed at least 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Staff/In-Service Programs</td>
<td>Attended at least 90%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_______________________________  ____________________________  
Supervisee printed name  Signature  Date

_______________________________  ____________________________  
Primary supervisor printed name  Signature  Date

_______________________________  ____________________________  
Group supervisor printed name  Signature

Date

_______________________________  ____________________________  
Supervision supervisor printed name  Signature

Date

_______________________________  ____________________________  
Assessment supervisor printed name  Signature  Date

_______________________________  ____________________________  
Outreach supervisor printed name  Signature  Date
Intern Evaluation of the Experience  
University of Kentucky Counseling Center

In order to evaluate and improve the internship training program, please rate your experience on the following items.

RATING SCALE

5 = Outstanding  4 = Very Good  3 = Average  2 = Fair  1 = Poor

PART I. GENERAL WORK ENVIRONMENT

General work environment:
- Physical work facilities
- Front office support
- Quality of relationships with staff
- General morale of staff
- Quality of relationships among trainees/interns
- Overall staff communication
- Opportunities for participation and input in center decisions
- Commitment to training and supervision among staff
- Extent to which staff are supportive of one another
- Extent to which staff are models of balance and self-care
- Recognition and acknowledgment of trainees/interns
- Ethical and professional work environment

Overall work environment

Additional comments about the work environment at University of Kentucky Counseling Center:

PART II. TRAINING PROGRAM COORDINATION AND LEADERSHIP

Orientation:  

Extant to which orientation activities increased my knowledge of:
- UKCC internship policies and procedures.
- UKCC internship seminar expectations.
- UKCC office procedures (scheduling clients, outreaches, crisis back-up)
- Division of Student Affairs departments, personnel and mission.
- UKCC programs and services for the campus community.
- Various campus and community resources.
- Training on how to serve as an OD was effective/I felt prepared.

Rating
Training on how to conduct intake interviews at UKCC was effective. 

Overall rating of orientation 

Additional Comments about Orientation:

Experience with Training Staff:

Balance of support and growth/challenge 
Communication with trainees/interns 
Understanding of developmental level of trainee 
Helpfulness in professional development & experience 
Supportiveness of trainees/interns 
Availability to trainees/interns 

Overall quality of experience w/training staff 

Additional comments about training staff:

Experiences with technology:

Usefulness of digital cameras 
Usefulness of taping system for group therapy 

PART III. INTERNSHIP EXPERIENCES AND OPPORTUNITIES

Please rate your experiences and opportunities using the following scale:

RATING SCALE

5 = Outstanding  4 = Very Good  3 = Average  2 = Fair  1 = Poor

Individual therapy:

Individual therapy opportunities 
Intake opportunities 
Opportunities to work in various therapeutic modalities (e.g. long-term, brief, solution-focused therapy) 
Opportunities to use various therapeutic interventions, including evidence-based treatments 
Development of individual therapy skills
Development of initial assessment, diagnosis and conceptualization skills.

Individual therapy case conference discussions/presentations:
- Extent to which interactions improved clinical conceptual development (understanding of client problem/issues)
- Extent to which interactions improved clinical skill development (new ideas for working with my clients or client problems)
- Overall usefulness of discussions and case presentations

Crisis Intervention:
- Exposure to crisis counseling
- Development of crisis intervention skills
- Crisis intervention trainings

Scientific Knowledge and Methods:
- Exposure to professional research and scholarly readings (e.g., didactic seminar materials, inservice trainings, library holdings)
- Training in evidence-based practices
- Encouragement to integrate scholarly knowledge, research findings, and critical thinking into clinical practice and clinical decision-making as part of regular practice.

Ethics and Professional Practice:
- Exposure to ethical issues and dilemmas
- Training in ethical and legal issues in counseling
- Ability to recognize ethical issues
- Awareness of when to consult about ethical issues

Diversity and Multiculturalism:
- Exposure to diverse clientele
- Trainings in multicultural issues/underrepresented populations
- Opportunities to discuss issues of diversity
- Encouragement to integrate scholarly knowledge, research findings, other readings, and consultation with supervisors and peers about diverse clients as a regular part of clinical practice and clinical decision-making.

Career Counseling:
- Opportunities to conduct individual career counseling
- Opportunities to conduct pop-in career sessions
- Knowledge of career counseling issues
- Knowledge of career counseling assessments

Group Counseling:
- Opportunities to co-lead process/therapy groups
- Opportunities to co-lead psychoeducational or support groups
- Development of group leadership skills

Supervision:
- Opportunity to provide supervision to practicum students
Development of supervisory relationships
Development of supervision skills

Consultation/Outreach:
- Opportunities to provide consultation to campus liaisons
- Opportunities to provide outreach presentations to university populations (students, faculty, staff)
- Opportunities to conduct a long-term consultation for a unit on campus.
- Opportunities to participate in program evaluation

Assessment:
- Opportunities to conduct assessments, including psychological, career, and LD and AD/HD assessments.
- Opportunities to utilize ongoing assessment in the treatment of clients.
- Opportunities to improve skills in conducting formal assessments
- Opportunities to improve skills in writing integrative reports
- Opportunities to improve skills in giving client feedback.

All Staff Meetings:
- Staff Meeting
- Case Consultation Meeting
- Inservice Trainings/Consultation Meetings with University Behavioral Health

Additional Comments about the All-Staff Meetings for intern development:

Intern Development:

Extent to which internship experiences increased:
- My ability to self-reflect about strengths and areas for growth
- My ability to identify and prioritize my professional needs
- Clarity of my professional career goals
- Awareness of my professional identity

Supervision

Individual Therapy Supervision (Therapy, intake, crisis intervention)
- Amount
- My supervisor created a safe environment that encouraged learning
- My supervisor was available to me
- My supervisor facilitated my growth as a clinician

12/7/09 NBH
Please comment on those individual supervisors whom you thought were most and least helpful and why.

Additional Comments about Individual Supervision:

Consultation/Outreach Supervision
Amount
My supervisor created a safe environment that encouraged learning
My supervisor was available to me
My supervisor facilitated my growth as a clinician

Additional Comments about Consultation/Outreach Supervision:

Group Therapy Supervision
Amount
My supervisor created a safe environment that encouraged learning
My supervisor was available to me
My supervisor facilitated my growth as a clinician
My debriefer helped me to clarify my reactions and group process themes.

Additional Comments about Group Supervision of Group:

Assessment Supervision
Amount
My supervisor created a safe environment that encouraged learning
My supervisor was available to me
My supervisor facilitated my growth as a clinician

Additional Comments about Assessment Supervision:
Supervision of practicum students Supervision

Amount

My supervisor created a safe environment that encouraged learning
My supervisor was available to me
My supervisor facilitated my growth as a clinician

Additional Comments about Supervision of Supervision:

Overall rating of training program

Additional comments about the training program:

PART IV: CLINICAL AND PROFESSIONAL GROWTH

Please rate your perceived competency in the following areas, taking into account the following developmental trajectory:
Practicum Student ➢ Intern ➢ Post-doc/entry level clinician in counseling/clinical psychology:

COMPETENCY RATING SCALE

4 = I believe my skills are at the level of an intern ready to enter post-doctoral or clinical practice
3 = I believe I’m moving toward competency with good progress
2 = I believe I’m performing below the expected level of competency
1 = My skills need remediation

Individual Therapy
1. Professionalism: (My ability to demonstrate values and ethics consistent with professional psychology, integrity, and responsibility.)

2. Reflective practice: (My ability to practice with personal and professional self-awareness and reflection; with awareness of competencies; and with appropriate self-care.)

3. Integration of scientific knowledge with professional practice: (My understanding of college student development, and of research on mental health issues faced by college student populations, including biological, cognitive, and affective bases of behavior. Respect for scientifically-derived knowledge, and ability to integrate professional literature into treatment.)

4. Relationships: (My ability to relate effectively and meaningfully with clients, supervisors, supervisees, and members of the larger university community.)

5. Attention to Diversity Issues: (My awareness, sensitivity and skills in working professionally with diverse individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics defined broadly and consistent with APA policy.)

6. Ethics and Professional Practice: (My ability to apply ethical concepts and awareness of legal issues regarding professional activities with individuals, groups and organizations.)

7. Interdisciplinary Skills: (My knowledge of key issues and concepts in related disciplines (e.g. health and psychiatric services, academic counseling, career development…)

8. Assessment Skills: (My ability to accurately assess and diagnose problems, capabilities, and issues associated with individuals, groups, and organizations.)

9. Intervention Skills: (My ability to use interventions designed to alleviate suffering and promote health and well-being of individuals, groups, and organizations, and effectively manage crisis situations.)

10. Consultation Skills: (My ability to provide expert guidance or professional assistance in response to a client’s needs or goals.)

11. Crisis Counseling Skills (My ability to assess risk with ongoing and walk-in clients, to effectively manage crisis situations, to make appropriate recommendations and referrals with crisis clients, and to seek consultation appropriately.)

Career Counseling
<p>| | |</p>
<table>
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<tbody>
<tr>
<td>12.</td>
<td>Development of a conceptual framework for my career counseling work.</td>
</tr>
<tr>
<td>13.</td>
<td>My ability to apply effective career counseling skills (e.g. assessment, occupational research, job search, and career management).</td>
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<tr>
<td><strong>Group Counseling</strong></td>
<td></td>
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<tr>
<td>14.</td>
<td>My understanding of group professional, diversity, and ethical issues.</td>
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<tr>
<td>15.</td>
<td>My ability to form a therapy or counseling group (e.g. pre-group screening, marketing, defining group goals).</td>
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<tr>
<td>16.</td>
<td>My ability to understand and intervene using group process.</td>
</tr>
<tr>
<td>17.</td>
<td>My ability to work with a co-leader effectively.</td>
</tr>
<tr>
<td>18.</td>
<td>Demonstration of effective group leadership skills (e.g. creating safe atmosphere, using effective group interventions, helping members move through stages).</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Professionalism in the area of formal assessment (e.g. conducting myself professionally and ethically, taking initiative to get my training needs met, completing assessments, reports, and giving feedback to clients in a timely fashion, seeking information from research and supervision appropriately.)</td>
</tr>
<tr>
<td>20.</td>
<td>My knowledge of appropriate assessment questions, instruments, administration of instruments, scoring, and writing reports.</td>
</tr>
<tr>
<td>21.</td>
<td>My ability to develop strong working relationships with clients, conduct assessments and give feedback and recommendations in both written and verbal forms.</td>
</tr>
<tr>
<td><strong>Supervision</strong></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Professionalism in the area of clinical supervision (e.g. identifying a model of supervision, openness in supervision, knowledge of strengths and areas for growth, ability to receive feedback non-defensively).</td>
</tr>
<tr>
<td>23.</td>
<td>My ability to provide effective supervision structure (e.g. helping supervisee set appropriate goals and learning objectives, preparing for supervision, setting and maintaining appropriate boundaries in supervision).</td>
</tr>
<tr>
<td>24.</td>
<td>My ability to establish effective supervision relationships (e.g. showing empathy, concern and support, encouraging independent thinking, examining supervisor/supervisee relationship, providing specific and focused feedback on</td>
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</tbody>
</table>
strengths and areas for growth, demonstrating awareness and respect for issues of diversity in supervision).

25. Development of effective skills in supervision (e.g. assessing supervisees’s skills and developmental level, assisting with case conceptualization, helping clarify client treatment goals, balancing focus on content with focus on process).

Consultation/Outreach

26. Professionalism in consultation and outreach activities (e.g. conducting myself ethically and professionally, taking initiative to get my training needs met, demonstrating knowledge of theories and model of consultation, completion of all written outreach/consultation documentation).

27. My ability to form effective liaison/consultant relationships (e.g. working collaboratively with consultees, assessing and developing goals, maintaining regular contact with consultees, and assessing progress toward goals).

28. My ability to prepare and deliver effective workshops (e.g. identifying objectives, designing and implementing effective interventions, working well with a variety of topics and with a variety of audiences).

29. My ability to participate in program evaluation (e.g. evaluations of supervisors, supervisees, training program, training program leadership, and the counseling center).

Multicultural Competence

30. My awareness of the ways in which gender, race, ethnicity, social class, sexual orientation, education, religion, ability-status, etc. impacts me and my clients.

31. My awareness of the impact of power, privilege, prejudice and discrimination on myself and on my clients.

32. My ability to intervene competently with clients (individual and systems) of a variety of diverse backgrounds, incorporating knowledge from scholarly readings and research, consultation with clients and colleagues, and awareness of self.

33. My ability to address multicultural issues with clients as is necessary in treatment with them.

PART V: ACHIEVEMENT OF PROGRAM GOALS

Goal 1: To foster clinical competence as an entry level generalist professional psychologist.

Goal 2: To cultivate a commitment to diversity and provision of culturally competent services.
**Goal 3:** To develop knowledge, skills, and implementation of effective outreach, preventative programming, and organizational consultation.

**Goal 4:** To facilitate competence in supervision

**Goal 5:** To develop scientific and professional knowledge, identity, and ethical integrity.

How well did the internship help you achieve these training goals and objectives?

**RATING SCALE**

4=Very Well    3=Moderately Well    2=Not Very Well    1=Not at All

My ability to provide clinically competent entry level generalist professional services as a psychologist.  

My ability to provide competent initial assessments, diagnosis and conceptualization of psychological functioning.  

My ability to provide competent individual psychotherapy  

My ability to provide competent group psychotherapy  

My ability to provide competent career assessment and decision-making counseling  

My ability to provide competent crisis assessment, intervention, and consultation  

My ability to provide competent formal assessment of learning disabilities and AD/HD  

My development as a psychologist who is committed to diversity and the provision of culturally competent services.  

My development of a high level of awareness of myself as a cultural being in assessment, treatment, supervision, and consultation.  

My ability to apply knowledge, skills, and perspectives regarding various dimensions of diversity to all my professional work.  

My ability to implement effective outreach, preventative programming and organizational consultation.  

My ability to design and present outreach programming  

My ability to consult effectively with various members of the community  

My ability to provide competent supervision.  

My ability to develop scientific and professional knowledge, identity and ethical integrity as a psychologist  

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My ability to practice ethically in all of my professional roles ______

My ability to engage in ongoing reflective practice, self-assessment and self-care, and to seek consultation when needed ______

My development as a psychologist with values and attitudes consistent with a strong professional identity ______

My development of strong professional values and attitudes ______

My ability to regularly utilize scientific knowledge and methods in my practice ______

My ability to develop solid relationships with clients, colleagues and other professionals. ______

THANK YOU!!
PRACTICUM STUDENT EVALUATION

Student: __________________________  Supervisor: __________________________
Evaluation Period: ________________  Date: ________________

Please evaluate the practicum student on each item using the five-point scale below:

Please rate trainee on the skill areas listed using the following scale:

6 = Performs this activity with outstanding quality, initiative and adaptability (comparable to experienced staff)
5 = Performs this activity independently with more than acceptable quality.
4 = Performs this activity well, usually without assistance and/or supervision
3 = Can perform this activity but requires direction, prompting and assistance some of the time.
2 = Can perform this activity, but requires direction, prompting and assistance most of the time.
1 = Is not able to perform this activity satisfactorily
NA = not applicable

I. Clinical Skills and Techniques:
   ___ Establishes rapport with clients; demonstrates the ability to create a safe environment in which clients may comfortably discuss concerns.
   ___ Involves clients in establishing mutually acceptable treatment goals.
   ___ Emphasizes client responsibility to participate actively in counseling.
   ___ Recognizes and works with client conflicts and ambivalence (e.g. opposition’ negativism, fear of change).
   ___ Is aware of verbal and nonverbal content of client messages.
   ___ Identifies and reflects client affect.
   ___ Employs appropriate career counseling techniques with clients who have career concerns.
   ___ Addresses issues of termination in a timely and appropriate manner.
   ___ Works effectively with clients from diverse populations (e.g. gender, ethnicity, sexual orientation, age, and ability)
   ___ Addresses multicultural issues with clients appropriately
II. **Self in Relation to Client:**
___ Is aware of own needs, values, feelings, and beliefs and their impact on interactions with clients.
___ Suspends own values and beliefs and enters into client’s frame of reference.
___ Can recognize and separate personal needs from those of clients.
___ Makes the client’s issues and needs the top priority of the sessions (i.e. focuses attention on the client rather than on self).
___ Shares when appropriate his/her own needs, values, feelings, and beliefs and explores with clients the impact of this sharing.
___ Is generally comfortable in the therapeutic setting.
___ Knows and communicates personal limits and boundaries when appropriate.
___ Is straightforward and direct with clients when appropriate (i.e. is not ambiguous or unclear) and can confront when necessary.
___ Is aware of reactions to the client’s interpersonal style and appropriately uses this information in giving interpersonal feedback to the client.
___ Can handle client’s positive feelings toward the therapist.
___ Can handle client’s negative feelings toward the therapist.
___ Can handle own positive feelings toward the client.
___ Can handle own negative feelings toward the client.

III. **Conceptual Skills:**
___ Has a conceptual framework that guides the use of appropriate and well-timed techniques.
___ Draws upon and integrates verbal and nonverbal components of behavior in formulating case conceptualizations.
___ Appropriately uses data from cognitive, personality, and/or career testing to develop case conceptualizations.
___ Provides a rationale for conceptualizations based on sound psychological theory.
___ Is able to understand the language of different theoretical perspectives (e.g. dynamic, behavioral, gestalt, etc.).
___ Writes clear, effective session notes. The notes are conceptual in nature and go beyond reporting content.
___ Effectively communicates the basics of a conceptualization in the supervisory session or to colleagues in case conference.

IV. **Use of Supervision:**
___ Is punctual and responsible for keeping supervision appointments.
___ Takes responsibility for effective and productive use of supervision time.
___ Is open to constructive supervisory and peer comments.
___ Attempts to apply new insights resulting from direct supervision.
___ Actively seeks help resulting from a self-perceived need.
___ Provides supervisor with recordings/video of sessions when requested.
___Does not inappropriately defer to the supervisor. Is willing to be assertive.
___Is able to communicate and work through conflicts in the supervisory relationship.

V. Ethics and Professionalism:

___Demonstrates knowledge and application of professional code of ethics (e.g. avoids dual-role relationships, maintains confidentiality).
___Maintains a cordial and professional relationship with colleagues and support staff.
___Works professionally and effectively within the practicum agency setting (e.g. adheres to Center rules, fulfills responsibilities).

VI. General Comments: Summarize your impressions of the practicum student in a brief paragraph, highlighting their progress during this practicum.
Intern distal data survey

Q1 As a component of APA accreditation for our internship, we are required to assess how well we achieved our program goals for internship alumni. We are hoping that we can get your input to help us do this. Please fill out this brief self-assessment and answer some questions about your activities since the end of internship in order to help us determine how well we achieved our goals during your internship year.

Q39 What year did you complete your internship at the University of Kentucky Counseling Center?
- 2013 (1)

Q2 In what setting was your first employment after internship?
- Community Mental Health Center (1)
- Health Maintenance Organization (2)
- Medical Center (3)
- Military Medical Center (4)
- Private General Hospital (5)
- General Hospital (6)
- Veterans Affairs Medical Center (7)
- Private Psychiatric Hospital (8)
- State/County Hospital (9)
- Correctional Facility (10)
- School District/System (11)
- University Counseling Center (12)
- Academic Teaching Position: doctoral program (13)
- Academic Teaching Position: masters program (14)
- Academic Teaching Position: 4-year college (15)
- Academic Teaching Position: community/2 yr. College (16)
- Academic Teaching Position: adjunct professor (17)
- Independent Practice (18)
- Academic Non-Teaching Position (19)
- Medical School (20)
- Other (e.g., consulting), please specify (21) ____________________
- Student (22)
- Not employed since internship (23)

Answer If In what setting was your first employment after internship? Not employed since internship Is Not Selected

Q3 What is the job title of your first employment after internship?
Answer If In what setting was your first employment after internship? Not employed since internship Is Not Selected

Q4 Are you still working in this job?
   ✗ Yes (1)
   ✗ No (2)

Answer If Are you still working in this job? No Is Selected

Q5 What is your current work setting?
   ✗ Community Mental Health Center (1)
   ✗ Health Maintenance Organization (2)
   ✗ Medical Center (3)
   ✗ Military Medical Center (4)
   ✗ Private General Hospital (5)
   ✗ General Hospital (6)
   ✗ Veterans Affairs Medical Center (7)
   ✗ Private Psychiatric Hospital (8)
   ✗ State/County Hospital (9)
   ✗ Correctional Facility (10)
   ✗ School District/System (11)
   ✗ University Counseling Center (12)
   ✗ Academic Teaching Position: doctoral program (13)
   ✗ Academic Teaching Position: masters program (14)
   ✗ Academic Teaching Position: 4-year college (15)
   ✗ Academic Teaching Position: community/2 yr. College (16)
   ✗ Academic Teaching Position: adjunct professor (17)
   ✗ Independent Practice (18)
   ✗ Academic Non-Teaching Position (19)
   ✗ Medical School (20)
   ✗ Other (e.g., consulting), please specify (21) ____________________
   ✗ Student (22)
   ✗ Not currently employed (23)

Answer If What is your current work setting? Not currently employed Is Not Selected

Q6 What is your current job title?

Q7 Have you done any professional presentations (conferences, workshops, etc.) since internship?
   ✗ Yes (1)
   ✗ No (2)
Answer If Have you done any professional presentations (conferences, workshops, etc.) since internship? Yes Is Selected

Q41 Please list your presentations:

Q8 Have you published any scholarly work since internship?
- Yes (1)
- No (2)

Answer If Have you published any scholarly work since internship? Yes Is Selected

Q40 Please list your publications

Q9 Are you a member of a professional organization or association?
- Yes (1)
- No (2)

Answer If Are you a member of a professional organization or association? Yes Is Selected

Q42 What organizations are you a member of?

Q10 Have you had a leadership role in a professional organization or association?
- Yes (1)
- No (2)

Answer If Have you had a leadership role in a professional organization or association? Yes Is Selected

Q43 Please describe your leadership role(s)

Q11 What is your licensure status?
- Not pursuing licensure (1)
- Temporary license (2)
- Licensed at level other than independent doctoral (e.g. LPC or psych associate) (3)
- Licensed at independent doctoral level (4)

Answer If What is your licensure status? Not pursuing licensure Is Not Selected

Q12 In what state(s) are you licensed?

Q13 Please let us know about any other professional achievements (e.g. fellow status, diplomate)

Q14 The UK Counseling Center established the following program goals:
   1. To foster clinical competence as an entry level generalist professional psychologist.
   2. To cultivate a commitment to diversity and provision of culturally competent services.
   3. To develop knowledge, skills, and implementation of effective outreach, preventative programming, and organizational consultation.
   4. To facilitate competence in supervision.
   5. To develop scientific and professional knowledge, identity, and ethical integrity.

   Given these objectives, how well did the internship help you achieve the following:
Q15 My ability to provide clinically competent entry level generalist professional services as a psychologist
- Very Well (1)
- Moderately Well (2)
- Not Very Well (3)
- Not At All (4)

Q46 My ability to provide competent initial assessments
- Very Well (1)
- Moderately Well (2)
- Not Very Well (3)
- Not At All (4)

Q16 My ability to provide competent individual psychotherapy
- Very Well (1)
- Moderately Well (2)
- Not Very Well (3)
- Not At All (4)

Q17 My ability to provide competent group psychotherapy
- Very Well (1)
- Moderately Well (2)
- Not Very Well (3)
- Not At All (4)

Q18 My ability to provide competent career assessment and decision-making counseling
- Very Well (1)
- Moderately Well (2)
- Not Very Well (3)
- Not At All (4)

Q19 My ability to provide competent formal assessment of learning disabilities and AD/HD
- Very Well (1)
- Moderately Well (2)
- Not Very Well (3)
- Not At All (4)
Q20 My development as a psychologist who is committed to diversity and the provision of culturally competent services

- Very Well (1)
- Moderately Well (2)
- Not Very Well (3)
- Not At All (4)

Q21 My development of a high level of awareness of myself as a cultural being in assessment, treatment, supervision, and consultation.

- Very Well (1)
- Moderately Well (2)
- Not Very Well (3)
- Not At All (4)

Q22 My ability to apply knowledge, skills, and perspectives regarding various dimensions of diversity to all my professional work.

- Very Well (1)
- Moderately Well (2)
- Not Very Well (3)
- Not At All (4)

Q23 My ability to implement effective outreach, preventative programming and organizational consultation.

- Very Well (1)
- Moderately Well (2)
- Not Very Well (3)
- Not At All (4)

Q24 My ability to design and present outreach programming

- Very Well (1)
- Moderately Well (2)
- Not Very Well (3)
- Not At All (4)

Q25 My ability to consult effectively with various members of the community

- Very Well (1)
- Moderately Well (2)
- Not Very Well (3)
- Not At All (4)
Q47 My ability to implement effective evaluation of therapy and/or outreach programs
- Very Well (1)
- Moderately Well (2)
- Not Very Well (3)
- Not At All (4)

Q26 My ability to provide competent supervision.
- Very Well (1)
- Moderately Well (2)
- Not Very Well (3)
- Not At All (4)

Q27 My ability to practice ethically and to identify when to seek consultation.
- Very Well (1)
- Moderately Well (2)
- Not Very Well (3)
- Not At All (4)

Q28 My ability to engage in ongoing reflective practice, self-assessment and self-care.
- Very Well (1)
- Moderately Well (2)
- Not Very Well (3)
- Not At All (4)

Q29 My development as a psychologist with values and attitudes consistent with a strong professional identity
- Very Well (1)
- Moderately Well (2)
- Not Very Well (3)
- Not At All (4)

Q30 My development of strong professional values and attitudes
- Very Well (1)
- Moderately Well (2)
- Not Very Well (3)
- Not At All (4)

Q31 My ability to regularly utilize scientific knowledge and methods in my practice
- Very Well (1)
- Moderately Well (2)
- Not Very Well (3)
- Not At All (4)
Q32 My ability to develop solid relationships with clients, colleagues and other professionals.

- Very Well (1)
- Moderately Well (2)
- Not Very Well (3)
- Not At All (4)

Q44 Thank you for taking the time to complete this survey!
### CCAPS - 34

**Counseling Center Assessment of Psychological Symptoms**

**Instructions:** The following statements describe thoughts, feelings, and experiences that people may have. Please indicate how well each statement describes you, during the past two weeks, by marking the correct number. Read each statement carefully, select only one answer per statement, and please do not skip any questions.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not at all like me</th>
<th>Extremely like me</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am shy around others</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
</tr>
<tr>
<td>2. My heart races for no good reason</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
</tr>
<tr>
<td>3. I feel out of control when I eat</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
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<tr>
<td>4. I don’t enjoy being around people as much as I used to</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
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<tr>
<td>5. I feel isolated and alone</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
</tr>
<tr>
<td>6. I think about food more than I would like to</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
</tr>
<tr>
<td>7. I am anxious that I might have a panic attack while in public</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
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<tr>
<td>8. I feel confident that I can succeed academically</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
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<tr>
<td>9. I have sleep difficulties</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
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<tr>
<td>10. My thoughts are racing</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
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<tr>
<td>11. I feel worthless</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
</tr>
<tr>
<td>12. I feel helpless</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
</tr>
<tr>
<td>13. I eat too much.</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
</tr>
<tr>
<td>14. I drink alcohol frequently</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
</tr>
<tr>
<td>15. I have spells or terror or panic</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
</tr>
<tr>
<td>16. When I drink alcohol I can’t remember what happened</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
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<tr>
<td>17. I feel tense</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
</tr>
<tr>
<td>18. I have difficulty controlling my temper</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
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<tr>
<td>19. I make friends easily</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
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<tr>
<td>20. I sometimes feel like breaking or smashing things</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
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<tr>
<td>21. I feel sad all the time</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
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<tr>
<td>22. I am concerned that other people do not like me</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
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<tr>
<td>23 I get angry easily</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
</tr>
<tr>
<td>24. I feel uncomfortable around people I don’t know</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
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<tr>
<td>25. I have thoughts of ending my life</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
</tr>
<tr>
<td>26. I feel self conscious around others</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
</tr>
<tr>
<td>27. I drink more than I should</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
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<tr>
<td>28. I am not able to concentrate as well as usual</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
</tr>
<tr>
<td>29. I am afraid I may lose control and act violently</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
</tr>
<tr>
<td>30. It’s hard to stay motivated for my classes</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
</tr>
<tr>
<td>31. I have done something I have regretted because of drinking</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
</tr>
<tr>
<td>32. I frequently get into arguments</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
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<tr>
<td>33. I am unable to keep up with my schoolwork</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
</tr>
<tr>
<td>34. I have thoughts of hurting others</td>
<td>□ 0</td>
<td>□ 1 □ 2 □ 3 □ 4</td>
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</tbody>
</table>