

**[SNIPPET OF]
Minutes SREC April 8, 2015**

Present: Gail Brion, Roger Brown, Bob Grossman, Joan Mazur, Kaveh Tagavi, Connie Wood

The SREC discussed several matters referred it by the Senate Council. The recommendations and rationale are given below.

1. GS 708 Doctoral Internship in Psychology

Recommendation: SREC recommends that SC decline to approve this course.

Rationale: The Director of the Counseling and Testing Center is proposing an Internship for visiting doctoral level clinical psychology students. Regardless of the prefix, this is an attempt to place a discipline specific, doctoral level course in the Counseling and Testing Center which is not an educational unit. Further, the persons offering this course and assigning grades are not faculty, much less graduate faculty in Psychology.

SREC members discussed the fact that establishing this course did not solve an existing problem because visiting students are currently enrolled in PSY 708. The instructor of PSY 708, Greg Smith, confirmed that he is willing to allow these visiting students to continue enrolling in PSY 708 and that he will review the evaluations of the students' work and assign grades

1. General Information

1a. Submitted by the College of: GRADUATE SCHOOL

Date Submitted: 10/28/2014

1b. Department/Division: Counseling Center

1c. Contact Person

Name: Federico Aldarondno

Email: faldaro@uky.edu

Phone: 257-8701

Responsible Faculty ID (if different from Contact)

Name: Federico Aldarondo

Email: faldaro@uky.edu

Phone: 257-8701

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

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OFFICE OF THE
SENATE COUNCIL**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: GS 708

2c. Full Title: Counseling Center Doctoral Internship in Psychology

2d. Transcript Title: Doctoral Internship in Psychology

2e. Cross-listing:

2f. Meeting Patterns

CLINICAL: 500

SEMINAR: 180

OTHER: 1300

OTHEREXPLAIN: individual clinical supervision, group therapy supervision, intern provision of supervision for practicum students, clinical documentation, orientation, psychoeducational presentations, and a consultation project

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 0

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 0

If Yes: Will this course allow multiple registrations during the same semester? No

2j. Course Description for Bulletin: Course Description for Bulletin The University of Kentucky Counseling Center (UKCC) requires all psychology interns to complete a 2000 hour internship with a minimum of 500 hours of direct service. The course will be graded on a satisfactory (S) - unsatisfactory (U) basis. There are a number of requirements aside from the direct service area, including participating in seminars; presenting clinical cases; conducting and writing reports from psychological assessments; and presenting psychoeducational programs to campus and community audiences.

2k. Prerequisites, if any: Applicants must be doctoral candidates from Clinical or Counseling Psychology Ph.D. or Psy.D. programs (preferably APA or CPA accredited) whose training directors have certified that they are eligible and ready for internship. All coursework, practicum experience, and comprehensive exams required for the doctoral degree must be completed by the application date. Candidates who have completed their dissertation will be given preference. Competitive applicants will have college counseling center experience, outreach experience, an interest in multiculturalism, group therapy, and AD/HD assessment, and have completed 500 intervention hours on the AAPI. Our Counseling Center seeks individuals who are collaborative in nature, have strong communication skills, practice good self-care, are open to learning different therapeutic approaches, are independent while valuing consultation and collaboration, and value self-reflection as a tool for professional development.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: No

If No, explain: The Counseling Center has the facilities for everything connected to this course. Interns have offices for supervised clinical work with video recording capabilities. Interns have computers for report writing and records management as well as special projects and presentations. There is a conference room, where all seminars take place.

6. What enrollment (per section per semester) may reasonably be expected?: 4

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: The doctoral internship in psychology course will be open to students who are selected from a national matching process. The students will be at UK as visiting students, and often they are taking another course at their home institutions that reflects that they are completing this last, practical/clinical component of their doctoral degree.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain: The Counseling Center has the facilities for everything connected to this course. Interns have offices for supervised clinical work with video recording capabilities. Interns have computers for report writing and records management as well as special projects and presentations. There is a conference room, where all seminars take place.

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JACKSON|Brian A Jackson|GS 708 NEW College Review|20141029

SIGNATURE|ZNNIKO0|Roshan Nikou|GS 708 NEW Graduate Council Review|20150226

Courses | **Request Tracking**

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

Browse... Upload File

ID	Attachment
Delete 3477	syllabi_2013_14.docx

First 1 Last

Select saved project to retrieve... Get New

(*denotes required fields)

1. General Information

a. * Submitted by the College of: GRADUATE SCHOOL Submission Date: 10/28/2014

b. * Department/Division: Counseling Center

c.

* Contact Person Name:	Federico Aldarondo	Email: faldaro@uky.edu	Phone: 257-8701
* Responsible Faculty ID (if different from Contact):	Federico Aldarondo	Email: faldaro@uky.edu	Phone: 257-8701

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e. Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number: GS 708

c. * Full Title: Counseling Center Doctoral Internship in Psychology

d. Transcript Title (if full title is more than 40 characters): Doctoral Internship in Psychology

e. To be Cross-Listed² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	500 <input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	180 <input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
1300 <input type="checkbox"/> Other	If Other, Please explain:		individual clinical supervision, group therapy supervision, intern provis

g. * Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. * Number of credits: 0

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours: 0

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

Course Description for Bulletin

The University of Kentucky Counseling Center (UKCC) requires all psychology interns to complete a 2000 hour internship with a minimum of 500 hours of direct service. The course will be graded on a satisfactory (S) - unsatisfactory (U) basis. There are a number of requirements aside from the direct service area, including participating in seminars; presenting clinical cases; conducting and writing reports from psychological assessments; and presenting psychoeducational programs to campus and community audiences.

k. Prerequisites, if any:

Applicants must be doctoral candidates from Clinical or Counseling Psychology Ph.D. or Psy.D. programs (preferably APA or CPA accredited) whose training directors have certified that they are eligible and ready for internship. All coursework, practicum experience, and comprehensive exams required for the doctoral degree must be completed by the application date. Candidates who have completed their dissertation will be given preference. Competitive applicants will have college counseling center experience, outreach experience, an interest in multiculturalism, group therapy, and AD/HD assessment, and have completed 500 intervention hours on the AAPI. Our Counseling Center seeks individuals who are collaborative in nature, have strong communication skills, practice good self-care, are open to learning different therapeutic approaches, are independent while valuing consultation and collaboration, and value self-reflection as a tool for professional development.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address: _____

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: _____

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

The Counseling Center has the facilities for everything connected to this course. Interns have offices for supervised clinical work with video recording capabilities. Interns have computers for report writing and records management as well as special projects and presentations. There is a conference room, where all seminars take place.

6. * What enrollment (per section per semester) may reasonably be expected? 4

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

The doctoral internship in psychology course will be open to students who are selected from a national matching process. The students will be at UK as visiting students, and often they are taking another course at their home

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program: _____

b. * Will this course be a new requirement ⁵ for ANY program? Yes No

If YES ⁵, list affected programs: _____

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

⁵ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
⁶ The chair of the cross-listing department must sign off on the Signature Routing Log.

❖ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)

❖ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

❖ In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

Outreach and Consultation 2013-2014 Internship Seminar Requirements

University of Kentucky Counseling Center

Megan Marks, Ph.D.

Office 301D

Goals: To facilitate interns' knowledge, skills, and implementation of effective outreach, preventative programming, and consultation.

Expectations: Interns are expected to attend at least 90% of the seminars (dates listed below). While seminars may include a didactic portion, seminars are discussion based and will require it interns to participate and engage in the discussion of their outreach and consultation experiences.

Interns are expected to participate in a liaison relationship, conduct a consultation project, and to refine their psycho-educational/didactic outreach presentation skills.

Outreach and consultation project(s) are expected to require a time commitment of 1 hour per week and may involve work outside of counseling center.

1. Outreach programs:

- a. Types of outreach programs conducted at the center include:
 - i. Didactic/interactive programs, workshops, or presentations to classes, student organizations, faculty/staff, or specific populations
 - ii. Tabling at campus events
 - iii. UKCC informercial (introduction to services)
 - iv. Panel representatives
 - v. Post traumatic event responses
- b. **Outreach expectations:**
 - i. Total programs: **20 programs** (approximately 2 programs per month) during the academic year as described below
 1. When conducting a didactic program, interns will conduct a needs assessment of the agency requesting the outreach
 2. Interns will use the information gathered in the needs assessment to create learning objectives for the presentation
 3. Interns will request written feedback from the program participants
 - ii. **Observe a minimum of two (2)** outreach didactic/interactive programs/presentations conducted by psychologists on the UKCC staff (counts toward 20 total; fall semester).
 - iii. **Co-facilitate a minimum of two (2)** outreach didactic/interactive programs/presentations conducted by psychologists on the UKCC staff prior to conducting an outreach program independently (counts toward 20 total; fall semester) .

- iv. **Facilitate a minimum of six (6)** outreach didactic/interactive programs/presentations for the UKCC over the academic year (aim for three a semester).
 - 1. Interns will invite staff members to attend at least two (2) programs over the year (at least once a semester) to receive direct feedback on presentation skills.
- v. **Participate in a minimum of two (2)** screening programs during the internship year (e.g. depression (fall or spring semesters) and alcohol screening (spring semester). These will be included in the 20 outreach programs for the year.
- vi. **Create a presentation and present to the entire staff**
 - 1. **Develop one (1)** didactic/interactive outreach program (one per academic year)
 - a. You may choose a population you want to reach out to or select a topic you are passionate about/have expertise in that you believe students would be interested in attending
 - b. Create an outreach program with this audience/topic in mind
 - c. Advertise and facilitate this workshop
 - d. Create a file for the presentation on the Center's Outreach shared drive
 - i. The file should include any materials you used for the presentation such as:
 - 1. Outline of presentation, PowerPoint or Prezi, Didactic information for the facilitator, Handouts, References, Advertising materials
 - 2. **Or you may present your dissertation research**

2. Liaison relationship:

- a. Partner with a staff member to participate in a liaison relationship between the Counseling Center and a group, department, or organization associated with the University.
 - i. This liaison relationship will include attending a University committee with the staff member. Committees should meet approximately once a month or at least once a semester at a minimum.
 - 1. Examples of committees include:
 - a. Retroactive withdrawal committee= Di Sobel
 - b. Hazing Committee, Tobacco Task Force= Felito Aldarondo
 - c. LGBTQ Task Force= Mary Bolin
 - d. Veterans Task Force= Megan Marks
 - e. KY Center for Eating and Weight Disorders= Jennifer Speisman
 - f. Kentucky Suicide Prevention Group=Tina Bryant and Aesha Tyler
 - g. CARES/MLK=Tina Bryant
 - h. International Students= Jamie Hopkins
 - i. First Generation students=

- j. Career Center, Advisors= Megan Marks
- ii. Liaison relationships must be decided upon and approved by October 2nd, 2013.

3. Consultation project:

- a. This project is an in-depth consultation experience where interns will consult with a department on campus, student group, or population of students. A needs/program/organization assessment will be conducted and recommendations/suggestions will be made based on the assessment. These results will be reported to the consultee either in the form of a report or a formal presentation. This project will often result in very useful information for the Center that can be utilized in future outreach and consultation experiences.

Suggested Resources:

Role of outreach and consultation in college counseling centers:

- Kern, C. W. (2000). Outreach programming from the college counseling center. In D. C. Davis & K. M. Humphrey (Eds.), *College counseling: Issues and strategies for a new millennium* (pp. 205-219). Alexandria, VA: American Counseling Association.
- Kitzrow, M. A. (2003). The mental health needs of today's college students: Challenges and recommendations. *NASPA Journal*, 41(1), 167-181.
- Pace, D., Stamler, V. L., Yarris, E., & June, L. (1996). Rounding out the cube: Evolution to a global model for counseling centers. *Journal of Counseling and Development*, 74, 321-325.
- Pinkerton, R. & Temple, R.D. (2000). Mental health consultation and psychology internship training. *Professional Psychology: Research and Practice*, 31 (3), 315-320.

Health promotion:

- <http://www.jedfoundation.org/professionals/programs-and-research/campusmhap>
- <http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf>
- http://www.turningpointprogram.org/Pages/pdfs/social_market/smc_basics.pdf

Models/examples for consultation, and program evaluation :

- Archer, J., Jr., & Cooper, S. (1999). An initiator-catalyst approach to college counseling outreach. *Journal of College Counseling*, 2, 76-88.
- Cooper, S. (2003). College counseling centers as internal organizational consultants to universities. *Consulting Psychology Journal: Practice and Research*, 55(4), 230-238.
- Ellingson, K.T., Kochenour, E.O., & Weitzman, L.M. (1999). University counseling center consultation: Developing a faculty outreach program. *Consulting Psychology Journal: Practice and Research*, 51 (1), 31-36.
- Morrill, W. H., Oetting, E. R., & Hurst, J. C. (1974). Dimensions of counselor functioning. *Personnel and Guidance Journal*, 52(6), 354-359.

- Sanchez, D. & King-Toler, E. (2007). Addressing disparities: Consultation and outreach strategies for university settings. *Consulting Psychology Journal: Practice and Research*, 59 (4), 286-295.
- Schuh, J.H. & Upcraft, M.L. (2000). *Assessment practice in student affairs: An applications manual*. San Francisco; Jossey-Bass.
- Sears, R., Rudisill, J., & Mason-Sears, C. (2006). *Consultation skills for mental health professionals*. Hoboken, New Jersey; Wiley.
- Upcraft, M. L. & Schuh, J.H. (1996). *Assessment in Student Affairs: A guide for practitioners*. San Francisco, Jossey-Bass.
- Westbrook, F.D., Kandell, J.J., Kirkland, S.E., Phillips, P.E., Regan, A.M., Medvene, A. & Oslin, Y. (1993). University campus consultation: Opportunities and limitations. *Journal of Counseling and Development*, 71, 684-688.

Workshop design and facilitation:

- Brooks-Harris, J. E., & Stock-Ward, S. R. (1999). *Workshops: Designing and facilitating experiential learning*. Thousand Oaks, CA: Sage.
- Chambers, Robert (2002). *Participatory workshops: A source of 21 sets of ideas and activities*. London, England: Earthscan.
- Sims, Nikki Highmore (2006). *How to run a great workshop: The complete guide to designing and running brilliant workshops and meetings*. Harlow, England: Pearson.

Collaboration and networking:

- Mattox, R. (2000). Building effective campus relationships. In D. C. Davis & K. M. Humphrey (Eds.), *College counseling: Issues and strategies for a new millennium* (pp. 221-237). Alexandria, VA: American Counseling Association.
- http://home.preventioninstitute.org/pdf/SAMHSA_TRN2_031104.pdf
- http://ctb.ku.edu/en/tablecontents/sub_section_main_1057.aspx

Integrating a multicultural perspective:

- Foote, W.E. (2000). A model of psychological consultation in cases involving the American with Disabilities Act. *Professional Psychology: Research and Practice*, 31 (2) 190-196.
- Jackson, D.N. & Hayes, D.H. (1993). Multicultural issues in consultation. *Journal of Counseling & Development*, 72, 144-147.
- Nilsson, J.E., Berkel, L.A., Flores, L.Y. & Lucas, M.S. (2004). Utilization rate and presenting concerns of International students at a university counseling center: Implications for outreach programming. *Journal of College Student Psychotherapy*, 19 (2), 49-59.
- Vera, E. M., & Speight, S. L. (2003). Multicultural competence, social justice, and counseling psychology: Expanding our roles. *The Counseling Psychologist*, 31(3), 253-272.

- Vera, E. M., & Shin, R. Q. (2006). Promoting strengths in a socially toxic world: Supporting resiliency with systematic interventions. *The Counseling Psychologist*, 34(1), 80-89.

Additional resources:

- Taub, D.J., Servaty-Seib, H.L., Wachter Morris, C.A., Prieto-Welch, S.L. & Werden, D. (2011). Developing skills in providing outreach programs: construction and use of POSE (performance of outreach skills evaluation) rubric. *Counseling Outcome Research and Evaluation*, 2 (1), 59-72.
- Counseling Center Village: <http://ccvillage.buffalo.edu/wip/Version6/index.htm>
- Therapy worksheets: <http://www.get.gg/freedownloads2.htm>
- Slideshare: slideshare.net

Schedule of seminars:

This schedule is tentative and may be changed based on training needs.

Date	Topic	References
Wednesday, August 21 st , 2013	<ul style="list-style-type: none"> • Introduction to seminar and internship outreach requirements • Discuss presentation styles, outreach mistakes 	Workshops: Designing and Facilitating Experiential Learning; Chapter 9
Wednesday, September 4 th , 2013	<ul style="list-style-type: none"> • Discuss theories on outreach in University Counseling Centers • Discuss liaison responsibilities 	College Counseling: Issues and strategies for a new millennium: <i>Chapter 12: Outreach programming from the college counseling center</i> <i>Chapter 13 Building Effective Campus Relationships"</i>

Wednesday, September 18 ^h , 2013	<ul style="list-style-type: none"> • Discuss an integrated model of workshop design and facilitation 	Workshops: Designing and Facilitating Experiential Learning: <i>Chapter 1</i>
Wednesday, October 2 nd , 2013	<ul style="list-style-type: none"> • Discuss consultation in University Counseling Centers • Brainstorm consultation project ideas including targeted populations and possible timelines • Liaison responsibilities must be approved by today. 	<i>College Counseling centers as internal organizational consultants to universities</i> <i>University Campus Consultation: limitations and opportunities</i>
Wednesday, October 16 th , 2013	<ul style="list-style-type: none"> • Discuss facilitation skills 	Workshops: Designing and Facilitating Experiential Learning: <i>Chapter 7</i>
Wednesday, October 30 th , 2013	<ul style="list-style-type: none"> • Discuss effective workshop learning activities 	Workshops: Designing and Facilitating Experiential Learning: <i>Chapter 2 & 5</i>
Wednesday, November 13 th , 2013	<ul style="list-style-type: none"> • Discuss consultation project idea and time line formalization 	Assessment in Student Affairs by Upcraft & Schuh Consultation skills for mental health professionals: <i>Chapter 14 Clinical consultation</i>
Wednesday, November 27 th , 2013	<ul style="list-style-type: none"> • Brainstorm target populations/specific topics to create an "original" presentation on for spring semester • Discuss preparing for workshop design 	Workshops: Designing and Facilitating Experiential Learning: <i>Chapter 3</i> Participatory Workshops: <i>Part 4</i> <i>Initiator-catalyst approach to college counseling outreach</i>
Wednesday, December 11 th , 2013	<ul style="list-style-type: none"> • Reflect on the semester and self-evaluate • Plan for spring semester • Should have observed 	

	<p>2 outreaches, co-presented two outreaches, and conducted at least two presentations independently, and received direct feedback from a staff member on one program.</p>	
<p>Wednesday, January 15th, 2014</p>	<ul style="list-style-type: none"> • Discuss consultation project timeline for the semester and progress thus far • Discuss timeline and plans for original presentation 	<p>Consultation skills for mental health professionals: <i>Chapter 11: Assessment of Organizations</i></p>
<p>Thursday, January 30th, 2014</p>	<ul style="list-style-type: none"> • Discuss diversity issues in outreach and consultation 	<p><i>Addressing disparities: consultation and outreach strategies for university settings</i></p>
<p>Wednesday, February 12th, 2014</p>	<ul style="list-style-type: none"> • Consultation project and original presentation tasks and supervision 	
<p>Thursday, February 27th, 2014</p>	<ul style="list-style-type: none"> • Discuss evaluating workshops 	<p>Workshops: Designing and Facilitating Experiential Learning: <i>Chapter 8</i></p>
<p>Wednesday, March 12th, 2014</p>	<ul style="list-style-type: none"> • Consultation project and original presentation tasks and supervision 	<p>Consultation skills for mental health professionals <i>Chapter 12: Organizational Interventions</i></p>
<p>Thursday, March 27th, 2014</p>	<ul style="list-style-type: none"> • Dealing with problematic audience members 	<p>Participatory Workshops: <i>Part 6</i></p>
<p>Wednesday, April 9th, 2014</p>	<ul style="list-style-type: none"> • Consultation project and original presentation tasks and supervision 	

Thursday, April 24, 2014	<ul style="list-style-type: none"> • Reflecting on workshops and improving all aspects of workshop design and facilitation 	Workshops: Designing and Facilitating Experiential Learning: <i>Chapter 9</i>
Wednesday, May 7 th , 2014	<ul style="list-style-type: none"> • Consultation project tasks and supervision • Should have conducted independent & original outreach program by this date. 	
Wednesday, May 21, 2014	<ul style="list-style-type: none"> • Consultation project tasks and supervision 	
Wednesday, June 4 th , 2014	<ul style="list-style-type: none"> • Discussion of useful outreach and consultation resources (be prepared to provide copies to each intern and supervisor) 	
Wednesday, June 18 th , 2014	<ul style="list-style-type: none"> • Consultation project tasks and supervision 	
Wednesday, July 2 nd , 2014	<ul style="list-style-type: none"> • Consultation project should be completed by this date 	
Wednesday, July 16 th , 2014	<ul style="list-style-type: none"> • Consultation project reflection and evaluation 	
Wednesday, July 30 th , 2014	<ul style="list-style-type: none"> • Reflect and wrap-up 	

University of Kentucky Counseling Center
Doctoral Internship
Clinical and Professional Issues Seminar
Fall 2013
Thursdays, 9-10AM

Learning objectives:

1. To learn about the developmental stages of interns throughout their training year.
2. To learn about the differences in licensure across the United States and to prepare for mobility once one is licensed.
3. To improve ability to apply advanced knowledge and application of APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards.
4. To encourage independently utilizing ethical decision-making model in professional work.
5. To improve ability to make appropriate referrals, including interdisciplinary referrals to allied professionals, in the university and Lexington community.
6. To explore career opportunities for psychologists in multiple practice settings.
7. To evaluate the scientific evidence for the use of interpersonal process therapy and the therapeutic alliance and to learn skills necessary to provide interpersonal process therapy effectively to clients.
8. To explore the science behind an evidence based intervention and present findings of that intervention, applying it to a current case.

August 29, 2013	Licensure and Mobility (ASPPB, Herman & Sharer, 2013, Hall, Wexelbaum & Boucher, Demers, Van Horne, & Rodolfa, 2008).	Diane Sobel, Ph.D.
September 5, 2013 @8:30	First Thursdays	
September 5, 2013 @10AM	Career Development	Megan Marks, Ph.D.
September 12, 2013	Developmental Issues in Internship Training (Lamb, Baker, Jennings, & Yarris, 1982, Norcross, 2000)	Diane Sobel, Ph.D.
September 19, 2013	Ethical Decision Making—Multiple role relationships & Social dual-role relationships (Slimp & Burian, 1994, Burian & Slimp, 2000)	Diane Sobel, Ph.D.
September 26, 2013	Career Development	Megan Marks, Ph.D.
October 3, 2013	Ethical Decision Making--Challenges of Confidentiality (Behnke, 2008, Sharkin, 1995)	Di Sobel, Ph.D.

October 10, 2013	Ethical Decision Making--Psychologist Impairment: Dealing with your own impairment and Dealing with someone else who is impaired	Di Sobel, Ph.D.
October 17, 2013	Interpersonal Psychotherapy: Interpersonal Process Approach, (Teyber (2006), Chapter 1)	
October 24, 2013	Interpersonal Psychotherapy: Therapeutic Alliance (Teyber (2006), Chapter 2, Norcross Chapter 2)	Diane Sobel, Ph.D
October 31, 2013	Interpersonal Psychotherapy: Responding to Painful Feelings, (Teyber, 2006, Chapter 5)	Diane Sobel, Ph.D.
November 7, 2013	Interpersonal Psychotherapy: Working Through (Teyber, 2006, Chapter 10)	
November 14, 2013	Evidence Based Treatment Presentation	Intern Presentation
November 21, 2013	Evidence Based Treatment Presentation	Intern Presentation
November 28, 2013	Thanksgiving—no seminar	
December 5, 2013 (noon?)	Getting a Job in A College Counseling Center: What are they Looking for?	Mary Chandler Bolin, Ph.D
December 12, 2013	Starting a Private Practice—business issues, workplace issues & CMHC careers	Vicki Cook, Ph.D.
December 19, 2013	Careers in CMHC and Hospitals	John Yozwiak, Ph.D

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University of Kentucky Counseling Center
 Doctoral Internship
 Clinical and Professional Issues Seminar
 Spring 2014
 Thursdays, 9-10AM

Learning Objectives:

1. To familiarize yourself with the job market in psychology and review strategies for finding and applying for appropriate positions.
2. To prepare for telephone and on-site interviews.
3. To explore recommended strategies for a successful job search in psychology.
4. To learn about several evidence-based treatment approaches in working with sexual abuse survivors, substance users/abusers, clients with eating disorders, and clients with grief concerns.
5. To learn about the evidence for and the approach to utilizing emotion focused therapy and Acceptance and Commitment Therapy.
6. To solidify professional identity as a psychologist by exploring issues for early career psychologists and the benefits of getting involved in professional organizations.

January 16, 2014	Job Search Process I	Di Sobel, Ph.D.
January 23, 2014	Job Search Process II	Di Sobel, Ph.D.
January 30, 2014	Outreach & Consultation	Megan Marks, Ph.D.
February 6, 2014	Evidence Based Practice—Psychotherapy Relationships that Work	Nathan Miles, Ph.D.
February 13, 2014	Working with Trauma Survivors	Linda Hellmich, Ph.D. & Di Sobel, Ph.D.
February 20, 2014	Cognitive Processing Therapy for Rape or Sexual Abuse	Di Sobel, Ph.D.
February 27, 2014	Outreach & Consultation	Megan Marks, Ph.D.
March 6, 2014	Prolonged Exposure Therapy	Linda Hellmich, Ph.D.
March 13, 2014	no seminar—spring break	

March 20, 2014	Emotion Focused Therapy	Nate Miles, Ph.D.
March 27, 2014	Outreach & Consultation	Megan Marks, Ph.D.
April 3, 2014	Working with Eating Disorders	Jen Speisman, Psy.D.
April 10, 2014	Grief Counseling	Sharon Martin, Psy.D.
April 17, 2014	Working with Substance Abuse	Felito Aldarondo, Ph.D.
April 24, 2014	Outreach & Consultation	Megan Marks, Ph.D.
May 1, 2014	Acceptance and Commitment Therapy	Matt Ashton, Ph.D.
May 8, 2014	Getting Involved in Professional Organizations	Di Sobel, Ph.D.
May 15, 2014	Early Career Psychologists	Nathan Miles, Ph.D. & Megan Marks, Ph.D.
May 22, 2014	Crash	Di Sobel, Ph.

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Center for Workforce Studies: <http://www.apa.org/workforce/publications/index.aspx>

Supervision of Supervision Seminar Outline - Fall 2013

Linda K. Hellmich, Ph.D.

University of Kentucky Counseling Center

Interns are expected to participate in all facets of the Supervision of Supervision seminar, including attendance at scheduled meetings, readings, and discussions. In the spring semester each intern will do one or more informal supervisee "case presentations" following the format attached to this syllabus.

Learning Objectives:

1. Become familiar with various theoretical underpinnings and models of clinical supervision through journal and text readings
2. Learn supervision assessment methods and intervention skills designed to identify a supervisee's stage of clinical skill/development and promote clinical growth through targeted intervention strategies
3. Explore and integrate ethical and diversity issues in the conduct of supervision

FALL SEMESTER

August 19 Introduction and orientation to Supervision of Supervision (SoS)
What is supervision?

August 28 Roles of the supervisor*
Readings:

- Campbell, J.M. (2000). *Becoming an effective supervisor*. New York: Taylor and Francis, Chapters 1: What is supervision? (pp.1-8) and 2: What do supervisors do? (pp. 19-26).

September 11 Types of supervision: theoretical, trans-theoretical, developmental, and eclectic*
Readings:

- Campbell, J.M. Chapter 3: What are the models of supervision? (pp. 39-47).
- Stoltenberg, C. D., McNeill, B., & Delworth, U. (1998). *IDM supervision: An integrated developmental model for supervising counselors and therapists*. San Francisco: Jossey-Bass. Chapter 2: An overview of the IDM (pp. 14-32). **Book on reserve in UKCC**

September 25 The supervisory relationship*
(We will look at parallel process dynamics here and elsewhere)
Readings:

- Supervisory Working Alliance Inventories; supervisor and supervisee forms (for discussion only; no need to complete)
- Campbell, J.M. (2000). Chapter 5: What is the role of the relationship in supervision? (p 89-99), and Chapter 6: How does the supervisor select methods and techniques to help the supervisee grow and develop? (pp. 133-137).

- Neufeldt, S.A. & Nelson, M.L. (1999). When is counseling an appropriate and ethical supervision function? *The Clinical Supervisor*, 18, 125-135.

October 9 Multicultural considerations*

Readings:

- Hernandez, P. (2008). The cultural context model in clinical supervision. *Training and Education in Professional Psychology*, 2, 10-17.
- Campbell, J.M. (2000). Chapter 8: What is the role of multicultural issues in supervision? (p 173-183).
- Ladany, N., Friedlander, M. L, & Nelson, M. L. (2005). *Critical events in psychotherapy supervision: An interpersonal approach*. Washington, DC: American Psychological Association. Chapter 3: Heightening multicultural awareness: it's never been about political correctness (pp. 53 – 77).

October 23 Responsibilities of the supervisor*

Readings:

- Section 7 of the APA Ethical Principles of Psychologists and Code of Conduct
- Campbell, J.M. (2000). Chapters 7 and 10, Appendices E (p.265) and Appendix F (p. 269).
- Handout on supervisory record

November 6 Assessment of your supervisee's clinical skills and overall level of development

- Review of our evaluation forms- what are the skills we're looking for?
- Utilizing videotapes and supervision content to assess basic skills
- Collaborative versus unilateral assessment and supervisory goal setting

November 20 Topic: further discussion of unfinished content

December 4 Supervisory interventions

Readings:

- Bernard, J. M. & Goodyear, R.,K. (1998). Chapter 5: Supervision Interventions (pp. 89-110).). **Book on reserve in UKCC**
- Campbell, J.M. (2000). Chapter 6: How does the supervisor select methods and techniques to help the supervisee grow and develop? (p. 113-121, 133-138).
- Ladany, N., Friedlander, M. L, & Nelson, M. L. (2005). *Critical events in psychotherapy supervision: An interpersonal approach*. Washington, DC: American Psychological Association. Chapter 2 (pp. 23 – 51)

December 18 Getting started: practical nuts and bolts/Agency resources for training

Readings:

- Campbell, J.M. (2000). Chapter 11: How does a supervisor plan the first session? (pp. 239-244).
- Agency resources for training (supervisory check-list, supervision contract, evaluation forms, and training folder on shared drive)

* Topics marked by an asterisk have an explicit ethical component to the readings and/or discussion

SPRING 2014

Dr. Linda Hellmich

Wednesdays 9-10AM (3 out of 4 weeks)

Supervision of Supervision

University of Kentucky Counseling Center

January 8: Getting Started (Continued):

- Falender, C. A. & Shafranske, E. P. (2004). *Clinical supervision: A Competency-based approach*. Washington DC: The American Psychological Association. Chapter 2 (pp. 37-58). **Book on reserve in UKCC**
- Review of supervisory contract, check-list, record keeping
- Review of KY record-keeping requirements
- Campbell, J.M. (2000) Chapter 9 (pp. 193 – 197): What is the role of administrative tasks in supervision?

January 22: Applied Discussion: How do we intervene in our supervisee's growth and acquisition of skills?

- Stoltenberg, C. D., McNeill, B., & Delworth, U. (1998). *IDM supervision: An integrated developmental model for supervising counselors and therapists*. San Francisco: Jossey-Bass. Chapter 3 (pp. 33-63).). **Book on reserve in UKCC**

January 29: Continue discussion of supervisee's developmental level and intervention strategies

- Bernard, J. M. & Goodyear, R.,K. (1998). *Fundamentals of Clinical Supervision*. Boston: Allyn and Bacon. Chapter 5 (pp. 89 – 110). **Book on reserve in UKCC**
- Problem-solving current supervisory arrangements as necessary

February 5: Informal presentations on supervisee strengths and growth edges

February 19: General supervision of supervision: How's it going?

- Falender, C. A. & Shafranske, E. P. (2004). *Clinical supervision: A Competency-based approach*. Washington DC: The American Psychological Association. Chapter 4: Addressing personal factors in supervision (pp. 81-93). **Book on reserve in UKCC**
- Review of supervision/tapes/questions

February 26: General discussion

- Review of supervision/tapes/questions

March 5: General discussion

- Review of supervision/tapes/questions

March 19: General discussion

- Review of supervision/tapes/questions

March 26:	Structured review of supervisee progress: goals for remainder of semester
April 2:	Structured review of supervisee progress: goals for remainder of semester
April 16:	Termination and thoughts about future supervisee development
April 23:	Review of original supervision goals and thoughts on your supervisory style
April 30:	Questions, review end-of-term evaluations and paperwork
May 14:	Final wrap-up with supervisees, final paperwork
TBD:	Review and evaluation of Supervision of Supervision seminar

Supervision of Supervision Case Presentation Format
Intern Seminar
2013-2014

- I. Information about your supervisee
 - Year in his/her program and prior clinical placements/experience
 - Areas of interest or expertise and areas of disinterest or discomfort
 - Goals for supervision
 - Number of supervision sessions you've had
 - Brief summary of supervisee's caseload

- II. Your assessment of where your supervisee is with regard to the areas listed below. For each area, share how you made this assessment/gathered pertinent information (video, clinical notes, supervisee assessment instrument, discussion) including use of evidence-based techniques
 - A. Clinical skills (basic clinical skills as well as process interventions, attending to emotion, etc)
How have you gathered this information? Please show a video segment from one of your supervisee's sessions or your supervision with her/him that shows evidence of clinical strengths and weaknesses
 - B. Knowledge of counseling theory and interventions
 - C. Autonomy/Dependence
 - D. Self and other awareness
 - E. Motivation

F. Professionalism/ethical behavior

G. Use of supervision

III. What supervision interventions have you implemented to assist your supervisee with skills in the areas you've identified as growth edges? What has and hasn't worked?

IV. Any interpersonal dynamics or parallel processes emerging in the supervisory relationship that either hinder or help supervision?

V. What questions do you have for us?

University of Kentucky Counseling Center
Doctoral Internship
Multicultural Seminar
Fall 2013
Thursdays, 10-11AM (every other week)
Diane Sobel, Ph.D.

Objectives:

Interns will grow in knowledge and competency in the area of multicultural counseling. They will explore their own cultural background, the professional stance regarding ethical issues and multicultural competence in counseling, and become familiar with the diversity within and between a variety of diverse populations.

Requirements:

- 1) Be present and actively participate in the diversity seminar (e.g. doing readings/activities in advance, speaking openly and honestly during seminar)
- 2) Keep a privilege notebook in which you make an entry at least one time each week. Write down instances when you noticed your own privilege and the feelings associated with the identification of privilege. The length and style of writing is completely individual as long as it contains a situation in which you noticed privilege and your feeling/thought reactions to that situation. Privilege notebooks will not be turned in, but information from them will be shared in seminar.

As defined by the Society for Counseling Psychology Exploring Privilege Task Force:

“Privilege is comprised of unearned advantages that are conferred on individuals based on membership in a dominant group or assumed membership. Privilege has the following characteristics:

- a. Privilege reflects, reifies and supports dominant power structures
- b. Privilege is supported structurally and systemically, including an investment in maintaining a lack of consciousness about the benefits and costs resulting from that privilege.
- c. Privilege is enacted through societal structures, systems and daily interactions.
- d. A single individual may experience intersecting privileges and oppressions which may reflect differential receipt of benefits.”

- 3) Learning Excursions: You will take two (2) excursions or do two (2) activities that allow you to explore a culture different from your own. You may explore 2 different cultures or choose 2 activities connected with the same cultural group. You may go to a neighborhood festival, church/worship service, attend a play, watch a movie, interview a local business person, meet with a community leader (minister, teacher, politician, etc.). You must clear the activity/excursion with the instructor. When you have completed your activity/excursion, please write 2-3 pages about it in your journal/privilege notebook. Include in your entry: a description of the activity/event, why you selected the

experience, what were your feelings and reactions, what you learned from this experience, and how you can use those feelings/reactions to enhance your clinical skills. These entries will not be turned in, but will be used for discussion in seminar.

- | | |
|---|--|
| August 16, 2013 (1-3PM) | Intro to Diversity Seminar |
| Readings/Exercises—Name ?s, Where have we been multiculturally | |
| August 29, 2013 (10-11AM) | Self Exploration |
| Readings/Exercises—Self-Exploration and Professional Identity, Identity Formation Questions, Therapists Cultural Self-Assessment, Myers et al. (reading), Cardemil & Battle (reading) | |
| September 12, 2013 (10-11AM) | Multicultural Competence |
| Readings/Exercises-- Multicultural Competence worksheet, California Brief Multicultural Competence Scale, APA Guidelines on Multicultural Education, Training, Research, Practice and Organizational Change for Psychologists. Pope-Davis et al, Stuart, Hansen et al, & Neufeldt et al. (readings) | |
| September 26, 2013 | cancelled due to ACCTA travel |
| October 10, 2013 | Privilege and Power/Power of Psychologists |
| Privilege Wheel Activity, Israel (reading) | |
| October 24, 2013 | Exploring Racism and Sexism |
| Last Chance for Eden video and discussion | |
| November 7, 2013 | Exploring Racism and Sexism |
| Last Chance for Eden video and discussion | |
| November 21, 2013 | Exploring Sexism |
| Last Chance for Eden video and discussion | |
| December 5, 2013 | Privilege Notebook Sharing |
| Privilege Notebook Sharing and Discussion | |
| December 19, 2013 | Excursion Sharing |
| Excursion Sharing and Discussion | |

References

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Multicultural Seminar
University of Kentucky Counseling Center
Doctoral Internship
Thursdays, 10-11AM (every other week)
Spring 2014
Diane Sobel, Ph.D.

Objectives:

Interns will grow in knowledge and competency in the area of multicultural counseling. They will explore their own cultural background, the professional stance regarding ethical issues and multicultural competence in counseling, and become familiar with the diversity within and between a variety of diverse populations. They will grow in knowledge about their own areas of privilege and lack of privilege, they will explore and learn about the impact that privilege and lack of privilege have on the counseling relationship, and they will explore and learn about the impact of privilege and lack of privilege on college campuses.

Requirements:

- 1) Be present and actively participate in the diversity seminar (e.g. doing readings/activities in advance, speaking openly and honestly during seminar)
- 2) Keep a privilege notebook in which you make an entry at least one time each week. Write down instances when you noticed your own privilege and the feelings associated with the identification of privilege. The length and style of writing is completely individual as long as it contains a situation in which you noticed privilege and your feeling/thought reactions to that situation. Privilege notebooks will not be turned in, but information from them will be shared in seminar.
- 3) Learning Excursions: You will take two (2) excursions or do two (2) activities that allow you to explore a culture different from your own. You may explore 2 different cultures or choose 2 activities connected with the same cultural group. You may go to a neighborhood festival, church/worship service, attend a play, watch a movie, interview a local business person, meet with a community leader (minister, teacher, politician, etc.). You must clear the activity/excursion with the instructor. When you have completed your activity/excursion, please write 2-3 pages about it in your journal/privilege notebook. Include in your entry: a description of the activity/event, why you selected the experience, what were your feelings and reactions, what you learned from this experience, and how you can use those feelings/reactions to enhance your clinical skills. These entries will not be turned in, but will be used for discussion in seminar.
- 4) Identify a cultural group about which you would like to learn. Read literature about that cultural group and evidence based therapies which have been studied and found to be effective with that group. Prepare a presentation for a case presentation on that group. Provide references for the group.

Dates	Topics	Readings/Activities
January 16, 2014	Choose cultural groups/dates for Intern presentations, Discuss Intersecting/Multiple Identities	Find articles, video clip, news story About intersecting identities. Bring in to share and discuss
January 30, 20134	LGBTQ issues & Religion	For the Bible Tells Me So Video & Discussion, Pachankis & Goldfried (reading) & Patterson (reading)
February 13, 2014	Spirituality in Therapy	Schlosser (reading), Discussion
February 27, 2014	Social Class Issues in Therapy	Loomis & Tuason readings
March 13, 2014	no seminar—Spring Break	
March 27, 2014	Able-bodied Privilege/Working Disabilities	Lo & Priester readings
April 10, 2014	Assumed Privilege	Barsky, Deines & Delgado-Romero readings
April 24, 2014	Privilege Notebook Sharing	Privilege Notebook Sharing
May 8, 2014	Excursion Sharing	Excursion Sharing
May 22, 2014	Multiple Identities	Watch video and Discuss Crash

References

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- Deines, H.G. (2005). “Who, Me? White”: Understanding and Experiencing White Privilege: Helen’s Story. In S.K Anderson & V.A. Middleton (Eds.), *Explorations in Privilege, Oppression, and Diversity* (pp. 119-125), Belmont, CA: Brooks/Cole.
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- Lo, K. (2005). Seeing Through Another Lens. In S.K Anderson & V.A. Middleton (Eds.), *Explorations in Privilege, Oppression, and Diversity* (pp. 49-52), Belmont, CA:

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- Pachankis, J.E., & Goldfried, M.R. (2004). Clinical issues in working with lesbian, gay, and Bisexual clients. *Psychotherapy: Theory, research, practice, training*, 41(3), 227-246.
- Patterson, C.J. (2009). Children of lesbian and gay parents: Psychology, law and policy. *American Psychologist*, 11, 727-736.
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- Schlosser, L.Z. (2003). Christian privilege: Breaking a sacred taboo. *Journal of Multicultural Counseling and Development*, 31, 44-51.
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Doctoral Intern Assessment Seminar 2013-2014

University of Kentucky Counseling Center

Wednesdays 10:00 -10:50am

Matthew Ashton, Ph.D.

Jennifer Speisman, Psy.D.

Learning Objectives:

1. To improve competency in administering and interpreting psycho-educational assessment instruments used in testing for LD and ADHD within a college population.
2. To improve understanding of diagnostic and ethical issues associated with psychological assessment.
3. To improve skills for writing psychological assessment reports.
4. To improve skills of presenting and discussing testing results and case information.
5. To learn about relevant testing instruments and issues for assessing psychological and developmental disorders within college student populations.

Date	Content	Format
8/22	Introduction to Assessment Seminar	Seminar
8/28	Introduction to Assessment Seminar continued	Seminar
9/4	The Structured/Biopsychosocial Interview	Didactic/Supervision
9/11	Review WAIS-IV and Scoring	Didactic/Supervision
9/18	Review WJ-III and Scoring	Didactic/Supervision
9/25	Review MMPI, CPT, Computer programs	Didactic/Supervision
10/2	Review CAARS, Brown, Nelson-Denny, Scoring	Didactic/Supervision
10/9	Talk about referrals, nuts & bolts of testing	Didactic/Supervision
10/23	Report Writing	Didactic/Supervision
10/30	Recommendations and Medication	Didactic/Supervision
11/6	Giving Feedback to Clients	Didactic/Supervision
11/13	Score presentation/integration	Seminar/Supervision
11/20	Score presentation/integration	Seminar/Supervision
11/27	<i>No seminar- Thanksgiving</i>	
12/4	Formulating Diagnoses	Seminar/Supervision
12/11	Special Topic: MMPI-2-RF	Didactic/Seminar
12/18-1/1	<i>No seminar- Winter Break</i>	
1/8	Special Topic: Talking about Assessment in job interviews	Didactic/Seminar
1/15	Special Topic: Alternate tests – SB5	Didactic/Seminar
1/22	Special Topic: Alternate tests – WIAT-III, WMS-IV	Didactic/Seminar
1/29	Score presentation/integration	Seminar/Supervision
2/5	Score presentation/integration	Seminar/Supervision
2/12	Special Topic: Autism Spectrum Disorders	Didactic/Seminar
2/19	Special Topic: ADOS-2 Assessment	Didactic/Seminar
2/26	Special Topic: ADOS-2 Assessment	Didactic/Seminar
3/5	Special Topic: ADOS-2 Assessment	Didactic/Seminar
3/12	Score presentation/integration	Seminar/Supervision
3/19	Score presentation/integration	Seminar/Supervision
3/26	Special Topic: DSM-5 Diagnosis	Didactic/Seminar

4/2	Case Presentation	Seminar/Supervision
4/9	Case Presentation	Seminar/Supervision
4/16	Special Topic: Case Study	Didactic/Seminar
4/23	Score presentation/integration	Seminar/Supervision
5/7	Score presentation/integration	Seminar/Supervision
5/14	Special Topic: Integrated testing for Personality and Dx	Didactic/Seminar
5/21	Special Topic: Case Study	Didactic/Seminar
5/28	Special Topic: Neuropsychological Testing Overview	Didactic/Seminar
6/4	Score presentation/integration	Seminar/Supervision
6/11	Score presentation/integration	Seminar/Supervision
6/18	Special Topic: Case Study	Didactic/Seminar
6/25	Special Topic: Assessment in private practice	Didactic/Seminar
7/2	Final Feedback Sessions, Discussion	Seminar/Supervision
7/9	Wrap-up	Seminar/Supervision

** The actual dates of topics may change throughout the year to accommodate the timing of assessment cases, specific interests of interns, and other training opportunities that present during the year.

Seminar Guidelines and Expectations

- Interns are expected to attend seminar weekly and come prepared to discuss cases and/or topics presented. This is designated time to discuss all things
- Assessment cases will be assigned as they become available through referral sources (e.g. intake, DRC, etc.), and are expected to be completed in a timely manner including report writing and revisions as needed.
- It is the responsibility of individual interns to allot time to complete assessment administrations and subsequent interpretation and report writing time within your weekly schedule. If there is a need to miss other scheduled meetings to accommodate client availability, please discuss this with the assessment supervisor as well as your individual supervisor and/or the training director *before* you schedule this time.
- All interactions with clients regarding assessment (and clinical work in general) should be adequately documented, including interactions with DRC personnel or other outside agencies regarding assessment referrals.
- Interns are expected to communicate regularly with assessment supervisor and other interns regarding use of assessment instruments and scheduling issues.
- Assessment sessions should be video recorded or directly supervised.
- Each intern will present one assessment case as a formal case presentation that will be formally evaluated by the supervisors with written feedback provided.

Reference Materials in UKCC Library

Lichtenberger, E. O. & Kaufman, A. (2012). *Essentials of WAIS-IV assessment* (2nd ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Schrank, F. A., Miller, D. C., Wendling, B. J., & Woodcock, R. W. (2010). *Essentials of WJ III Cognitive Abilities assessment* (2nd ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Mather, N., Wendling, B. J., & Woodcock, R. W. (2001). *Essentials of WJ III Tests of Achievement assessment*. Hoboken, NJ: John Wiley & Sons, Inc.

Flanagan, D. P. & Alfonso, V. C. (2010). *Essentials of specific learning disability identification*. Hoboken, NJ: John Wiley & Sons, Inc.

McCloskey, G. & Perkins, L. A. (2012). *Essentials of executive functions assessment*. Hoboken, NJ: John Wiley & Sons, Inc.

Greene, R. L. (2011). *The MMPI-2/MMPI-2-RF: An interpretive manual* (3rd ed.). Boston, MA: Allyn & Bacon.

Quinn, P. O. (2012). *AD/HD and the college student*. Washington, DC: Magination Press.

Reference Materials from UKCC Staff (Dr. Speisman mostly)

Barkley, R.A. (2005). *Attention-Deficit Hyperactivity Disorder* (3rd ed.). New York, NY: Guilford Press.

Barkley, R.A. & Murphy, K.R. (2005). *Attention-deficit hyperactivity disorder: A clinical workbook*(3rd ed.). New York, NY: Guilford Press.

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Graham, J.R. (2006). *MMPI-2 assessing personality and psychopathology* (4th ed.). New York, NY: Oxford University Press.

Gregg, N., Hoy, C., & Gay, A.F. (1996). *Adults with learning disabilities: Theoretical and practical perspectives*. New York, NY: Guilford Press.

Nichols, D.S. (2011). *Essentials of MMPI-2 assessment*. New York, NY: Guilford Press.

Walsh, W.B., & Betz, N.E. (2000). *Tests and assessment* (4th ed.). Upper Saddle River, NJ: Pearson Education.