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## Lindenwood College Resource Center: A Development Plan

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LINDENWOOD COLLEGE RESOURCE CENTER:  
A DEVELOPMENT PLAN

Elizabeth Ann Herod, B.A., B.S.W.



An Abstract Presented to the Faculty of the Graduate  
School of Lindenwood College in Partial  
Fulfillment of the Requirements for the  
Degree of Master of Arts

1989

## ABSTRACT

This project developed out of the need for an in-house on-campus graduate and post graduate training program for the non-traditional students of LCIE (Lindenwood College for Individualized Education) in Professional Psychology. The need for a college counseling center to meet those training expectations was established by literature review. Colleges need counseling centers which offer a variety of high quality services and training to students and to the community. Off-campus practicum sites are beset with problems. Graduate students who have the opportunity to involve themselves in training programs at college centers reap the optimum benefits of professionalism and ethics in coordination with their course work, training, scheduling, and supervision.

A survey was developed and given to students to evaluate their off-campus practica experiences and to establish the need at Lindenwood College for a training program and a counseling center. The survey was designed to determine availability of high quality services to students where practicum and internship requirements are administered and properly supervised. As a result of the survey, the project described the following: (1) the services of the proposed Lindenwood

College Resource Center, (2) the design of the overall general plan of the graduate and post-graduate training program, and (3) the overview of the grant proposal to fund the Center and provide for the staff salaries.

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COMMITTEE IN CHARGE OF CANDIDACY

Pat Openlander, Ph.D., Chairperson

Terry Cooper, Ed.D.

Diane Powell, M.S.

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## CHAPTER 1

This project addresses two major needs of Lindenwood College. The first is the need for a counseling center at Lindenwood College, and the second is the need for graduate and post graduate training site housed in the center for students in Professional Psychology degree programs. Traditional students and adult learners in transition rely on services that a counseling center can offer. Graduate students often find it difficult to obtain quality internship placements which provide adequate supervision and training in the field of counseling and psychology.

Surveys of a variety of colleges and university counseling centers establish a need for services. The Lindenwood College Resource Center is offered, the design model for a practicum and internship program for graduate psychology students is discussed, and the skeleton of the grant proposal to fund the project is included to target local philanthropic organizations.

Statement of Purpose

The purpose of this project was to determine the need for an on-campus, in-house counseling center as a resource to students and to the community at large, and to function as a training site for graduate and pre-doctoral programs. The project gives a description

of a future college resource center and general program plan for training of graduate students of Professional Psychology along with the provision of a skeletal draft of a grant proposal to establish initial funding for the center. A primary function of this project is to provide a framework for those persons working in Development and Planning to use as a guideline in the future implementation of the Lindenwood College Resource Center.

## CHAPTER 2

In recent years there has been an increased awareness of the need for quality counseling centers to serve the changing needs of students in colleges and universities all across the nation (Mathaisen, 1984). Training programs in professional psychology which emphasize acquiring therapy and assessment skills are becoming increasingly important as an integral function of a counseling center. Opportunities for special training should be expanded and/or made available through college counseling and resource centers (Robbins, May, & Corazzini, 1985).

### Student Needs

Accurate assessment of the changing needs of students, both traditional and adult learner, is crucial to the effective development of student services. Friedlande (1978) has noted that the diversity of students and their changing personal and career needs heighten the accountability demands confronting the administrators and directors of student service centers.

Blaine and McArthur (1971) predicted that one in ten students would experience emotional disturbances enough to affect academic performance. Problems; such as, apathy, vocational indecision, financial planning, social maladjustment and personal-social problems were

stated as reasons for help seeking behavior, according to a study done by Greenly & Mechanic (1976). They interviewed approximately 1500 students who stated that psychological stress played a major role in their seeking help.

In other assessment research conducted by Evans (1985); and Talley, Barrow, Fulkerson, & Moore (1983) students reported their most pressing needs were career planning, study skills, finances, and time management; with personal and social concerns ranking secondary.

Barrow, Cox, Sepich, & Spivak (1989), in a 4 year project study, investigated the accuracy of assessment needs surveys in predicting student use of services. A random sample identified 885 students (10% of the student population) at a medium-sized university in the spring of 1981. 779 students received the survey through the mail. 106 students were targeted for telephone interviews using the same survey. The interviewers were two male and two female counseling psychologists.

The survey instrument contained 51 items describing various developmental needs such as planning a career or vocation and coping with the stresses of life. Students were asked to rate each item's importance to them on a scale from unimportant to extremely important. For each item they were asked to indicate which mode of service they were most likely to

use; one-to-one counseling, small group sessions, and/or educational presentations on campus.

269 responded by mail resulting in a 34.5 % return percentage rate. 84 of the 109 telephone interviews were conducted successfully with a return rate of 79.2%.

Certain patterns evolved during the 4 year investigation period. One-to-one counseling was favored with career and interpersonal concerns, while group sessions were preferred for personal issues. Finding information about career and educational programs was the only need for educational presentations.

Programs were offered based on the survey outcomes. Procedures were developed for comparing the survey results with the use of services. The relationships of the survey ratings with the use of the services was explored. The results indicated that the needs assessment surveys were only modestly indicative of the group and workshop services used over the 4 year period.

Students extensively used groups for career planning, although survey respondents indicated a preference for one-to-one counseling for this issue. This finding seems to suggest needs assessment surveys are only moderately successful in predicting student behavior in relation to counseling services. However, according to Barrow, Cox, Sepich & Spivak (1989) the

results contribute more to the questions of how student needs can be surveyed, and how the information should be attained, rather than the questions of whether or not needs surveys should be conducted. The surveys can be helpful in identifying services that will probably not be used, rather than predicting those services that students will likely use. The results of this study support their contention that multiple sources of information should be used in addressing student needs. Even though a self-reporting survey can be helpful, it provides only a piece of the puzzle.

The Barrow et al. (1989) results were consistent with Kuh's (1982) assertion that needs should be assessed continually, not just periodically. Student needs change, each entering class encounters different circumstances, returning adult learners or non-traditional students experience variations in basic developmental issues.

Mathiasen (1984) determined the problems facing today's traditional and non-traditional students by asking the Directors of 20 university counseling centers to complete a short five-question survey form. The survey requested general information of services provided by the center, frequently used tests, and the five most prevalent problems faced by the students. The results did not vary much from college to college, regardless of location, type of school, or size.

Multiple sources of information gathering were used in this study. The following appraisal techniques were used:

Strong-Campbell Interest Inventory  
Kuder Preference Record-Vocational  
Career Assessment Inventory  
Self-Directed Search  
Minnesota Multiphasic Personality Inventory  
California Personality Inventory  
16 Personality Factor Questionnaire  
Edwards Personal Preference Schedule  
Myers-Briggs Type Indicator  
Survey of Study Habits and Attitudes

The three most frequent problems distressing the student population were:

1. Need for career and vocational counseling
2. Need for academic and educational guidance
3. Personal and emotional problems (e.g. adjustment to college life, depression, anxiety stress, relationships, financial problems, family, and crisis intervention.

Results of this study also indicated that pre-doctoral interns and graduate students who are professionally trained and supervised in the center have much to offer the distressed student.

### Training Programs

Available practicum sites and internship programs for trainees have long been a focus of concern for psychology departments and for researchers. When colleges and universities have no in-house or on-campus clinics or counseling centers available to graduate and post graduate candidates for training and supervision, students must find outside placement in order to fulfill the requirements for credentialing. This is difficult at best, time consuming, and often, an added expense. Supervision is often negligible, training and access to clients is sometimes scarce, and students soon discover they must fend for themselves.

### Off-Campus Host Practicum and training sites

As general funding continues to be reduced in many colleges and universities, many counseling and resource centers are being eliminated. Therefore, internship and practicum programs must be supported by mental health agencies. In an investigation to determine the cost-efficiency of these host off-campus programs Rosenberg, Bernstein, & Murray (1985) noted several intangible costs incurred by the students who participated.

The study concluded that interns (a) suffered as a result of their naivete in lacking political and practical expertise and experience to appreciate institutional policies, and (b) became pawns in institutional games. The conclusions drawn by Rosenberg



et al. (1985) can be exemplified by the following quotation from practicum student (personal communication, January 1987) attending Lindenwood College in St. Charles, Missouri:

The second day of my practicum, the Marketing Director, of the adult chemical dependency unit where I had been placed, told me that I must be successful with the patient that had been referred to the hospital by the Employee Assistance Representative (EAP) of a large corporation. The patient drank on pass and was caught smoking marijuana in the hospital. I was instructed to ignore the incident because if a patient did not complete a program then the insurance would not pay and the EAP would not refer any more employees to the hospital. I felt trapped. I was enabling the patient's behavior because it was financially and politically expedient.

Costs to the agency were (a) stresses on clinical staff due to high rate of turnover, (b) loss of clients who did not want interns, (c) "stealing" of clients by therapists leaving the agency after training to go into private practice, and (d) loss of revenue due to supervision of trainees.

### Problem Areas in Service Delivery and Research

At Centers where there were already established training clinics, some problem areas were pointed out in the areas of service and research. On the basis of data from the Psychological Services Clinic at the University of Massachusetts-Amherst and survey data from directors of training clinics at other psychology programs approved by the American Psychological Association, Halgin (1986) pointed out certain problem areas in service delivery. Although the primary rationale for the existence of an in-house clinic was to provide high quality training, the expectation is to provide the highest standards of service delivery.

The outcome of the evaluation done by the University Psychological Services Clinic (PSC) and other survey data, provides information on how PSC attempted to deal with those problems. Recommendations of methods are made by which other clinics can address those shared problem areas in training and delivery. Halgin (1986) concluded that centers which do not resolve these problems will find that optimal integration of training will not occur.

Inspired by the outcome study, Messer & Goals (1981) undertook a follow-up study of former clients of PSC. The clients were asked to give reasons for termination, evaluate therapy, and the likelihood of their recommending the clinic to a friend. When

respondents felt there was a wide range of services made available, from educational workshops, to referrals to other appropriate sources, career counseling, support and therapy groups, as well as, personal counseling, they no longer felt the stigma attached to "going to a counseling center" and were more apt to recommend the clinic or center as a resource to others inside and outside of the college or university setting.

The greatest discrepancy was that of the perceptions between the therapist and client regarding reasons for termination. The data raised concerns that therapy was terminated because of successful treatment or because the therapist needed to move on to a new training option. Additional supervision was added to insure that treatment was carried through to termination in a therapeutic manner. Attempts were made to structure training opportunities so that the appropriate length of treatment was facilitated.

One common concern in the follow-up study, on the part of the clients, was that the supervisory needs of the therapist intruded on the smooth flow of therapy. More specifically, there were complaints about the interruptions for conferences while being observed and being taped. A second complaint was client mis-match, or therapist error. A discrepancy, in information gathering, occurred when in a survey form given to the

therapists over a 2 1/2 year period, not one therapist designated therapist-error or therapist-mismatch.

The inflexibility of the administrative staff in making client-therapists changes for the sake of training needs, resulted in loss of revenue for the clinic. As a result of the outcome study, several conclusions were drawn and adjustments were made. Therapists seemed to have a difficult time in acknowledging therapist-error and therapist-client mismatch. This issue needs to be addressed in formal teaching and supervision.

Another problem found in in-house and on-campus training clinics was the narrow range of clients available. Wagner (1984) found that 60% of the clients during the 83-84 school year ranged in ages from 21-33 and were not representative of the general population, but were somehow connected with the university where the study was being done, and had above average intelligence. In response to the homogeneity of the clients, new projects were initiated at various sites to bring in such clients as minorities, the elderly, displaced homemakers, and chronic psychiatric patients.

Research training is a very important part of graduate training, and yet Goldfried (1984) discovered that therapist anxiety kept therapists in training from responding to surveys. They often failed to ask clients

to participate because they felt it was an intrusion on therapy.

96% of clinic directors reported that formal intake reports were required, 93% reported that termination reports were required, and 83% reported that progress notes were required. All reported that data had been collected in ways that was not easy to quantify for research purposes. The introduction of micro computers and user-friendly software could facilitate the process providing high quality training and treatment. When practitioners can work more systematically, the end result will be increased faculty and student interest. Making data more easily accessible and accurate, such as organizing the wealth of data on a client, entering treatment modalities, training approaches, and basic record keeping activities, trainee anxiety is reduced, administrative tasks become less burden, and research then becomes relevant to work aspirations (Marwit, 1983).

#### Training and Supervision

The need for quality training for graduate students of counseling and psychology has been a continuing concern of the profession. Truax's (1967) study verifies that training enhances the level of functioning of professionals and counselors in training by emphasizing field work or experiential learning as a key component. Many counselors have received the major

portion of their training in passive ways; such as, listening to and reading about counseling theories, methods, and techniques. Many students have not had the opportunity to see a client until the last semester of their master's level work. Even then, the experience has often been sporadic, specific to one type of client and/or lacking in effective supervision.

Rogers (1965) concern for unprepared and ineffective counselors working in agencies led to a study which presented an urgent case for more extensive training and experiential learning in graduate psychology programs. A number of on-campus pre-practicums and practicums have been instituted (Martin & Gazdza 1970 & Reddy 1969) for the development of basic facilitative skills in counseling relationships.

Truax (1970) outlined an overall approach to counselor development summarized in three central areas of training:

- (1) A therapeutic context in which the supervisor communicates high levels of accurate empathy, non-possessive warmth, and gentleness to the trainees themselves.
- (2) A highly specific didactic training using the the Truax research scales for shaping the trainees responses towards high levels of empathy, warmth and genuiness.
- (3) A focused group therapy experience that allows

the emergence of the trainees own idiosyncratic therapeutic self through self-exploration and consequent integration of his didactic training with personal values, goals and lifestyle.

Truax (1970) incorporated these three central areas into a progressive three stage practicum experience to include; (a) a laboratory pre-practicum experience, (b) a carefully supervised practicum of actual counseling in a school or co-operating agency, (c) a fully supervised field work experience which provides for a full range of experiences and greater responsibility for trainees. The result of Truax's (1970) study of comprehensive training programs establishes th need for quality programs to increase counselor competency (Diamond & Shapiro, 1972).

#### Program Evaluation

Program evaluation plays an important role in the development of a viable, efficient, and effective training program and service or resource center. Clinics and centers, as Harway and Serifica (1977) verify, are seldom formally evaluated and yet psychology departments have been recognized as playing a role in the development and maintenance (American Psychological Association Educational and Training Board, 1967) of these programs within the graduate department.

Harway and Serica (1977) stated that clinics as organizations are embedded in successive layers of overlapping organizations; beginning with the psychology department and proceeding through the College of Arts and Sciences to the two major subdivisions of the university which is academic affairs and student services. Administrative support flows through all the above aforementioned layers and further complicates matters because of the fact that clinics are self-supporting through a sliding-fee scale for services rendered.

Because of organizational, administrative, and financial boundaries, burdens become evident and place a strain on the mission of the clinic to provide optimum research opportunities, high-quality training and service delivery.

The practical nature of this problem can be best illustrated by the disbursement of clinic fee funds. Different administrators from different organizational structures have different rationales and views about the manner in which the funds should be distributed. The fee generating aspect of the clinic is sometimes exploited by competing functions of the institution.

This common problem makes program evaluation very difficult, but necessary. Evaluation strategies should be comprehensive with explicit goals, and easily



accessible and accurate methods by which to collect and tabulate data.

Internship supervision requires a close relationship and the continual interaction between the university supervisor and/or the field/center supervisor. Internships should be planned and individualized for the intern offering the widest range of psychological experiences (Knoff, 1986).

Supervision research is in the formative stages, and has often been criticized for being dis-organized, dis-jointed, and without defensible or replicable methodology. Organizational, financial, administrative, and logistical resistances and complaints, along with resistances from practitioners who do not continue with professional development clearly suggest that intervention through research and development is necessary. Psychology departments and universities they represent must be held accountable to the community at large future output of professional psychologists.

## CHAPTER 3

Lindenwood College Resource Center

Lindenwood College located on 120 acres in St. Charles, Missouri is one of the oldest colleges west of the Mississippi. Originally founded as a Christian women's college to provide a solid liberal arts education for women, Lindenwood continues today in its mission to provide comprehensive bachelor's and master's level programs to both men and women.

The mission statement of the college can be extended to include a facility which provides for professional development and training programs as well as a full range of mental health, personal and career growth delivery services and programs. The proposed Lindenwood College Resource Center (LCRC) is designed to meet that need. LCRC can be adequately housed in the Eastlick historical home located on the Watson Road side of the college near the Memorial Arts Building. Very little partitioning is necessary to establish adequate space for administrative and library functions, as well as rooms for training, counselling, and workshop/group activities.

Space is available for 4 or 5 individual staff or counselor offices, a professional library and career search center, an office for the director, an office

for a professional staff psychologist, a waiting room and a group/workshop area.

The center will have two full-time paid staff members: (1) the director of the center with adjunct faculty status whose job description outlines the tasks involved in the development and administration of LCRC, and who will report to the Director or Vice-President of Student Affairs and; (2) a professionally licensed non-teaching staff psychologist with ties to the community who will report directly to the director of the center.

The center will staff 4 doctoral interns, 12 graduate practicum students, 2 graduate student assistants with tuition remission, and 4 work/study student workers from the undergraduate Department of Psychology or Department of Business/ Human and Organizational Development.

On a campus serving faculty, staff, and over 2500 graduate and undergraduate students, LCRC will serve as the primary campus agency delivering career life planning and development, mental health, community outreach, and consultation services (see Appendix A; Organizational Structure Chart).

As clients seek assistance for personal/social concerns, individual and group counseling experiences will be available. Research development, planning, and training will be available for graduate and post-

graduates in training. Clients requesting career services will have the option of a number of modalities; personal and career life planning, a computer assisted career guidance system, individual and group workshops in addition to the use of a fully functional occupational and educational library.

A 24 hour COPE-LINE service will be offered to students, faculty, staff and the surrounding community. COPE-LINE will provide service to callers needing assistance in dealing with problems of every day living. For emergency calls, COPE-LINE will provide immediate referrals to the appropriate agency or service which can handle immediate crises intervention needs.

#### Purpose of LCRC

As the only resource center on the Lindenwood College campus, the main purpose of LCRC is to promote, enhance, and facilitate the educational mission of the college.

#### Goals of LCRC

A number of specific goals have been identified to address this broad mission. They include:

- (1) Providing quality professional and comprehensive services to students, faculty, staff, family members, and local community members who experience social and emotional problems which interfere with their capacity to gain optimum benefit

from education, work, or personal environments. Program services related to this area include; crisis intervention, intakes and assessments, psychiatric consultation, psychological testing, individual/group counseling/therapy and psychotherapy.

(2) Assisting in the process of exploring, identifying and establishing career life plans and career development. The program services related to this area include; a computerized career information system, career and personal growth oriented workshops (experiential and educational), an occupational center library, and vocational interests testing programs.

(3) Providing educational programs/workshops and consultation services to the community in order to increase awareness, support and response in the areas of personal growth, social concern, career development and planning, and mental health. The program services related to this area include; fund raising, development and writing of grant proposals, cooperative efforts of college and community in programs which address local social, occupational, personal growth and mental health concerns, prevention programs and support groups.

(4) Providing training to graduate students of psychology, human resources and related mental health programs. The training areas include; the graduate (master's) practicum placement in LCRC for students of psychology and human and organizational development,

coordination of the pre-doctoral internship program in professional psychology, supervision of trainees, professional development, and research.

Other on-going activities include: (a) assessment of staffing patterns and organizational structure, (b) re-examination of LCRC priorities, (c) assessment of student needs, (d) planning and development of current and future services, and (e) professional development opportunities.

#### Program Philosophy and Objectives

LCRC is committed to provide for the needs of students, faculty, staff and their families through several functions. The center recognizes the need for direct counseling services, crisis intervention, consultation, outreach, training, professional development, and research. The programs and services of LCRC are designed to enhance the social, work and personal environments through the elimination of dysfunctional elements in the campus and community systems.

#### Scope of Services

LCRC services are available free of charge to any full-time student. Part-time students, former students or students not currently enrolled may be seen based on a sliding fee scale. Family members and members of the local community may be seen as well, and fees are based on the ability to pay. Crisis intervention and referral

services are made available to the community.

Consultations and direct services are available to the community based on availability of staff. Education and outreach programs are provided to the community as a public service.

#### General Plan for Training in Professional Psychology

The primary goal for the Training in Professional Psychology (TPP) program is to provide a variety of experiences for the entry-level clinician to include; exposure to the field in general; individual counseling, group therapy, marriage and family therapy, out patient prevention and educational workshops, professional development and research. Another major program goal is the eventual accreditation by the American Psychological Association, National Board of Certified Counselors, National Alcohol and Drug Abuse Administration, and the American Association of Marriage and Family Therapy. The generic goals and philosophy of the training program in professional psychology (TPP) are the same as for the Center as a whole.

The program (TPP) is committed of the mission of the college. The area of training at Lindenwood College Resource Center includes four general components: (1) a professional development for the staff and faculty, (2) a pre-doctoral internship program, (3) practicum

placement for master's level graduate students in professional psychology, and (4) research.

The first component of TPP is Professional Development. Activities available, required or encouraged include; (a) presentations by "in house" professionals and external professionals on topics of professional interest; (b) attendance at conferences, conventions, and workshops; (c) student affiliation and membership in professional organizations; (d) professional liability insurance; (e) special interest groups (e.g meeting with consulting psychiatrist); (f) small peer group supervision; (e) staff case presentations; (f) individual supervision for those requiring additional supervision for licensure/certification purposes; (g) yearly retreat and annual meeting with the Director and staff to review professional goals and development. In order to maintain credibility within academe and the local community, LCRC will request membership in the Association of Psychology Internship Centers (APIC) and the Associations of Counselling Center Training Agents (ACCTA).

The second component of TPP is the placement of a pre-doctoral intern at LCRC. This has a dual objective. The most important objective, from the point of the intern, is to have the opportunity to receive supervision and training from qualified professionals.



Intern expertise, however is acknowledged and the application of their skills is encouraged. An intern will be given ample opportunity to refine and enhance already existing skills. The suggestions of interns would be welcomed and incorporated wherever possible to the development of quality performance and programming.

Another major objective of the TPP is to provide the intern with quality supervision experience in a variety of professional activities to coincide with their academic and theoretical course work. Activities will include; individual and group counselling, crisis intervention, psychological assessment, career development, and research. This involvement includes participation and training in such areas as outreach programs, consultation, graduate training, small group leadership, and considerable involvement and training in preventative and mental health programs for the community at large and for the college community.

The third component of training is both challenging and unique for the master's level graduate. Practicum placement at TPP provides excellent training experience in those activities typically provided by psychologists, counselors, and marriage and family therapists in any setting. Graduate trainees can apply classroom learning to clinical settings.

Practicum student activities include; supervision of undergraduate para-professionals or peer counselors,

participation in a semester of observation and experiential field experience to gain exposure and experience in basic interviewing and listening skills. The field experience will provide the practicum student with the opportunity to observe different treatment modalities and a variety of populations.

The fourth component of TPP is research, grant writing and publication. A necessary ingredient, often left out of counseling centers, will allow LCRC to develop credibility and accreditation in academia. Trainees will be supervised in their research at LCRC as they are completing their required course work, thesis, culminating project and/or dissertation.

#### Eligibility

Any student who is currently enrolled in Lindenwood's graduate and pre-doctoral programs in counseling and psychology and has a graduate grade point average of 3.5 or better would be encouraged to apply.

#### Application and Selection Procedure

Interested students should submit credentials to the Director of LCRC. Included should be:

- (1) Practicum or internship application form  
(see Appendix B, Policy & Procedure Manual)
- (2) Current resume, to include all relevant work experience, including practicums and

seminars

- (3) Completed statement from program advisor attesting to candidates readiness

With space limited, priority will be given to applications received two weeks (14 days) prior to the beginning of the first day of the new quarter, and to those students willing to complete the IPP program.

A group interview for practicum placement is part of the selection process and will be conducted by the pre-doctoral intern (Assistant Director) in one of the four divisions of LCRC, and the Staff Psychologist (Associate Director).

The Associate Director will make the final selection of practicum students. The offer for practicum placement will come directly from the Associate Director (Staff Psychologist) of LCRC and will be for a minimum of one year (4 quarters), with a commitment to the student to offer practicum opportunities to correlate with academic course work. TPP has been designed for students willing to commit their entire practicum at LCRC with opportunities for outside field practicum and training experience that is closely co-ordinated between TPP staff and local agencies.

An intern selection committee will conduct group interviews for pre-doctoral student applicants. The committee members will be composed of outgoing and

current Assistant Directors (Pre-doctoral interns) of the four division program of LCRC. The intern selection committee will review the credentials, evaluate the candidates and rank order their preferences and make final recommendations to the Associate Director of LCRC (Staff Psychologist). The Associate Director will have individual interviews, who will make the final referral to the Director. Upon approval of the Director, the Associate Director will offer one year appointments to interns to serve alternately as Assistant Directors for each of the four component as well as involvement and leadership in direct services.

The responsibilities and assignments of the pre-doctoral interns will be individually designed by the Associate Director to meet the needs of the intern and LCRC (see appendix, TPP Handbook for Staff Interns). The Advisory counsel to the Director will establish staffing needs and determine criteria for appointment. This counsel will be made up of the Associate Director, the heads of the undergraduate and graduate programs of Psychology and Human and Organizational development, one faculty member from each department, one community member at large, one graduate and one undergraduate student, and one member from the student government (see Appendix A, LCRC Handbook Of Services).

Practicum Placement - Content of Program

The Master of Arts in Professional Psychology is a part of the Lindenwood College for Individualized Education (LCIE) and is especially designed for the working adult learner. LCIE is an accelerated program designed so that the student can finish within two years.

LCIE students at Lindenwood find themselves facing major life changes. Often, they are single parents needing to increase their skills in order to support the family. They could be those deciding on a mid-life career change or they may be those who have gone back to school as a result of major economic changes. They may be those workers and executives who have lost their jobs due to "shut downs" or re-organization. Some of Lindenwood's students in this program are retired and some are professional in the field with many years experience who need credentialing. Most students are professionals; some are teachers, counselors, business executives, housewives, engineers and nurses. Most of these students have major responsibilities and are trying to maintain balance as they juggle family life, work and their graduate studies. This is a most difficult task.

The Training Program in Professional Psychology (TPP) is designed to provide quality service delivery and to meet the special needs of the non-traditional student. The 600 hour proposed practicum plan is

included in the program description of the core curriculum of the Master of Arts in Professional Psychology (Appendix B).

Students may complete their entire practicum at LCRC in eight phases to be coordinated each term along with course work requirements (see Appendix B). Students who are selected for TPP may elect to option for several field placements. Options are to be coordinated jointly between the Assistant Director of one of the four components of LCRC and the student. A maximum of three outside field placements is allowed. No more than 300 hours of field work or 3 credits is allowed for students who commit to TPP. Field placements will be scheduled to agree with course work and term deadlines.

Scheduling shall be flexible. Hours can grouped or distributed evenly in small amounts throughout the quarter. It must be added here, that a student who wishes to gain practicum experience after completing course work requirements would not be an acceptable candidate for TPP. Final approval must come from the Staff Psychologist (Associate Director).

#### Funding Alternatives

In order for LCRC and its training program to be viable and cost effective for the college, a major grant proposal will be a necessary component to establish initial funding in order to implement the center. The proposal to fund the project is designed

(see Appendix C) following the basic format suggested by the Metropolitan Association of Philanthropy based in St. Louis, Missouri. The goal is to be fully self supporting with 3 years. The Missouri Grantsmanship Center at MAP addresses the needs of non profit and public agencies by providing training programs in planning and resource development. The center employs research staff, conducts worksops for agencies and institutions needing expertise in proposal writing and program planning. It is resource that can be utilized by Lindenwood College to help LCRC to become operational and to function economically and effectively.

The sugested proposal is a basic format to be written for foundations, but could also be used as a basis to fill out the extensive array of forms and narratives required by federal agencies.

## Chapter 4

The purpose of this project was to establish a need for a Lindenwood College Resource Center which would be staffed by a self-supporting Training Program in Professional Psychology, and to present a plan for further development and implementation.

A twenty item questionnaire was used to survey the practica experiences of recent students and currently enrolled students in the LCIE program in Counseling and Professional Psychology. From the results, a general outline of a training program was developed which would complement their theoretical and academic learning. The survey was undertaken to buttress the observations of the author by inviting additional input from the student.

Seventeen questionnaires were distributed and seventeen informal interviews were conducted in person and by phone. The respondents had difficulty deciding on the appropriate responses because the choices seemed to be too limiting. The order of choices ranked from (1) not important, (2) somewhat, (3) important, to (4) extremely important. Results of the questionnaire seemed to be rather limited in scope. It did not directly address the need for an in-house on-campus program.

What did prove to be of value, however, were the individual opinions expressed, and the reactions to the various kinds of practica problems encountered. Even



though it was evident that the survey did not provide comprehensive results, enough information was obtained in the interim to be able to lay a foundation to outline a training program that would be not only viable for Lindenwood, but could readily meet the needs of students as they gain the necessary skills to become an effective clinician.

Several items obtained in the interviews seemed to be of importance to students and correlated to the results of their choices the questionnaire. An important complaint was the difficulty of finding the proper placement that could meet Lindenwood's criteria for Practicum. Some students could not meet the criteria set up by Lindenwood for a minimum number of face-to-face counseling contact with clients per 100 hours of practicum. One respondent (personal communication, December 1, 1989) stated:

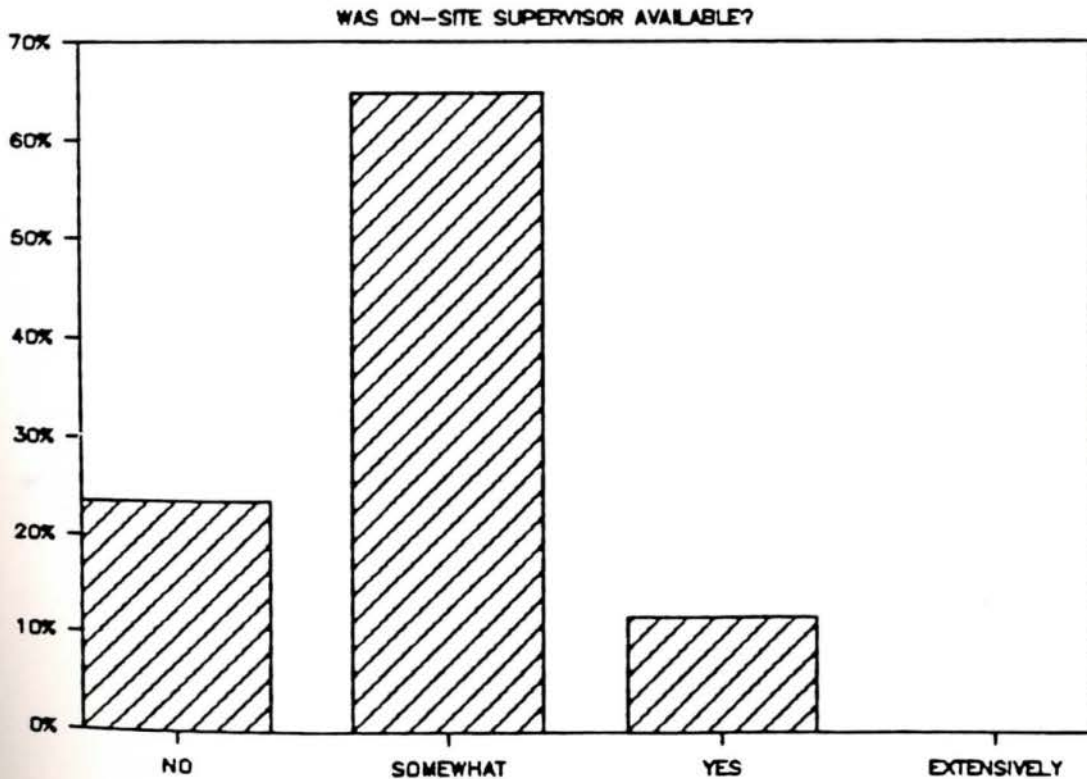
None of my hours at the hospital counted for my practicum. I was told that as a second year student, I should have had more face-to-face contact with individual clients, therefore the entire practicum for that term was discounted.

Although the Graduate Practicum Needs Assessment Survey did not target a specific question which addressed this student's dilemma, question number two (see appendix D) would appear to correlate similar problems. Five of the seventeen who responded said that agency needs were

not congruent with college requirements, and seven of the seventeen who responded said that the requirements were somewhat congruent. These figures would then seem to indicate less than a positive response to the question.

Most on-site supervisors had difficulty in meeting one hour in one-to-one contact for every ten clients seen. Graph 1 shows the degree to which supervision was available for students.

Graph 1. Availability of on-site supervisors



Some sites wanted students to make a longer commitment to the agency than was required by Lindenwood. For example, one agency wanted a nine month commitment of at least twenty hours per week and at least one evening.

If students were in a hospital setting the opportunity to observe and practice different kinds of treatment modalities was scarce. In hospitals, many supervisors expected students to already know JCAH standards, and chart accordingly. In other situations it was expected to know how to do treatment plans. Very rarely were students allowed to be put in charge of a client unless they had been there for over the allotted time required by Lindenwood.

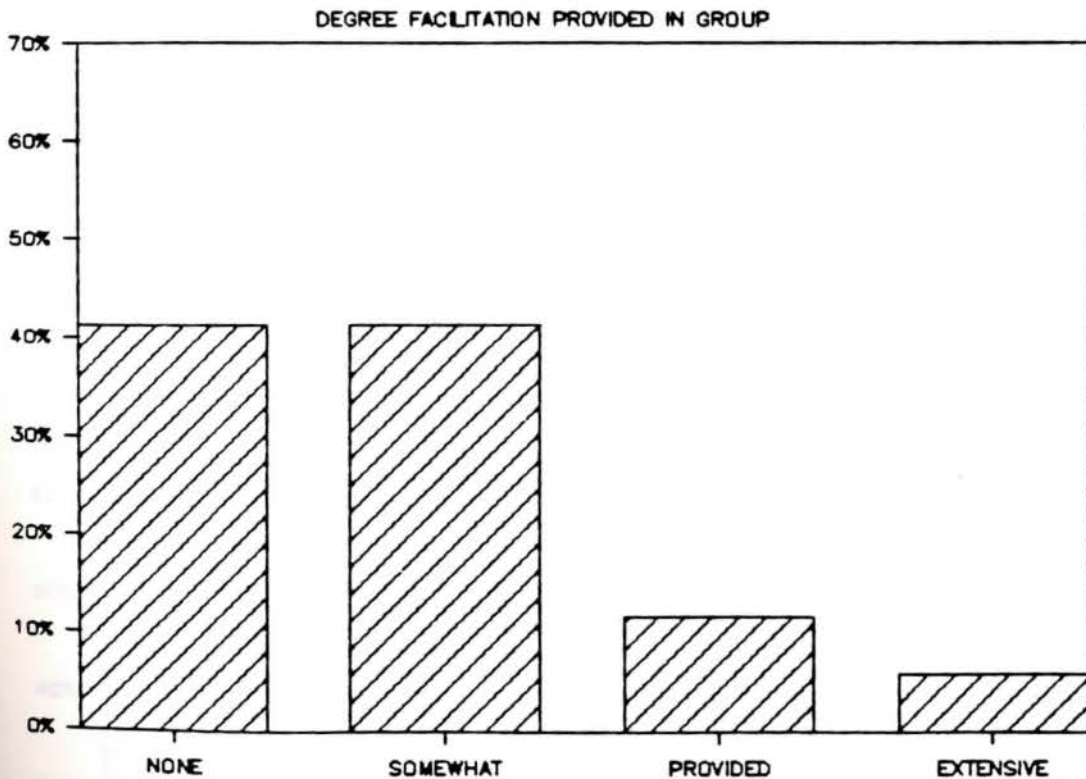
Some students reported having to pay up to \$80 for each individual supervision session. Other agencies were reluctant to have students facilitate groups and were very protective. One such respondent (personal communication, November 15, 1989) stated her experience and her reaction like this:

I paid my supervisor \$60 per group session. I received individual supervision from her, but she was very protective of "her" group and I really did very little co-facilitation or facilitation. Mostly, I was an observer and I felt I did not get the opportunity learn the basic skills of working with a group. I wasn't

able to apply practically the theoretical knowledge I learned last summer in Group Dynamics.

Question nine of the survey shows the degree to which facilitation and co-facilitation in group work was provided, and is displayed by Graph 2.

Graph 2. Facilitation in group work provided



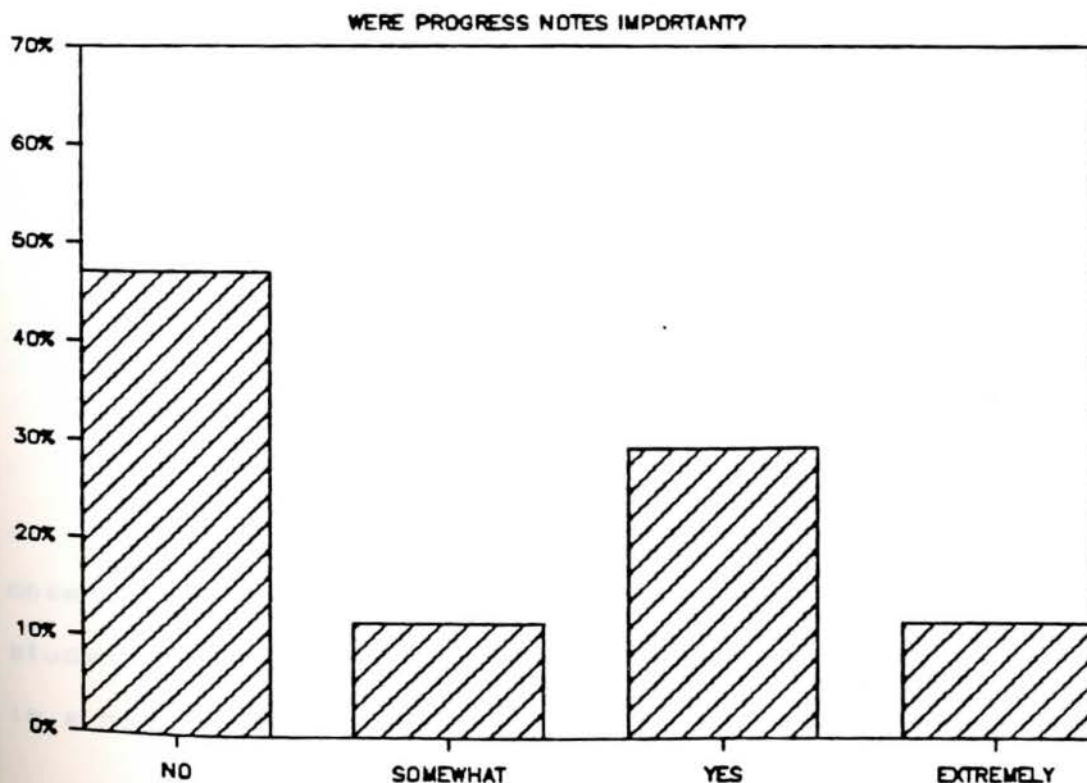
In some private agencies, charting, treatment plans, and progress notes did not seem to be consistently

monitored. One student remarked in the phone interview (personal communication, November 22, 1989):

I know what my treatment plan is and I know what my goals are, I just don't have anyone who will take the time to show me how to document properly. It all seems so haphazard and unimportant.

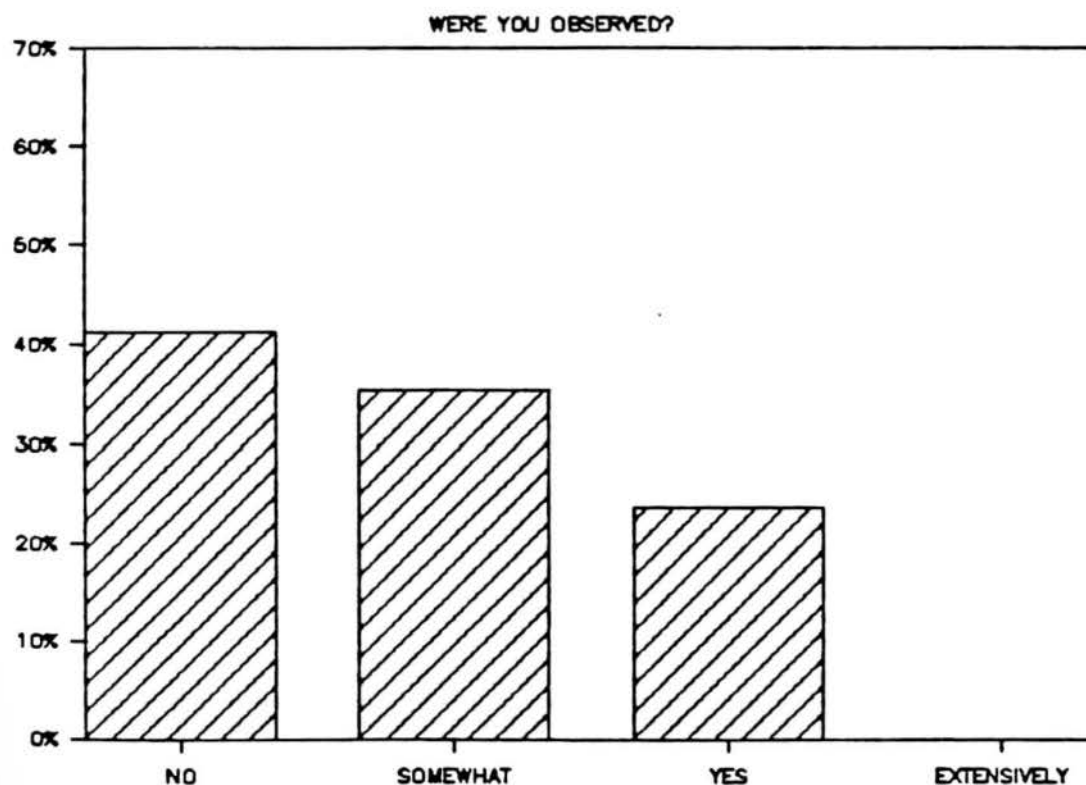
In Graph 3 48% of the respondents indicated the relative unimportance placed on note taking. On the opposite side of the graph, 11% of the respondents worked in a hospital setting and felt progress notes were extremely important.

Graph 3. Importance of progress notes



Student observation was limited. Graph 4 illustrates the degree limitations in percentages. In many cases, tapes were not permitted. All 17 interviewed stated that there were no one way mirrors, no videos, and no training facilities of any kind available to them.

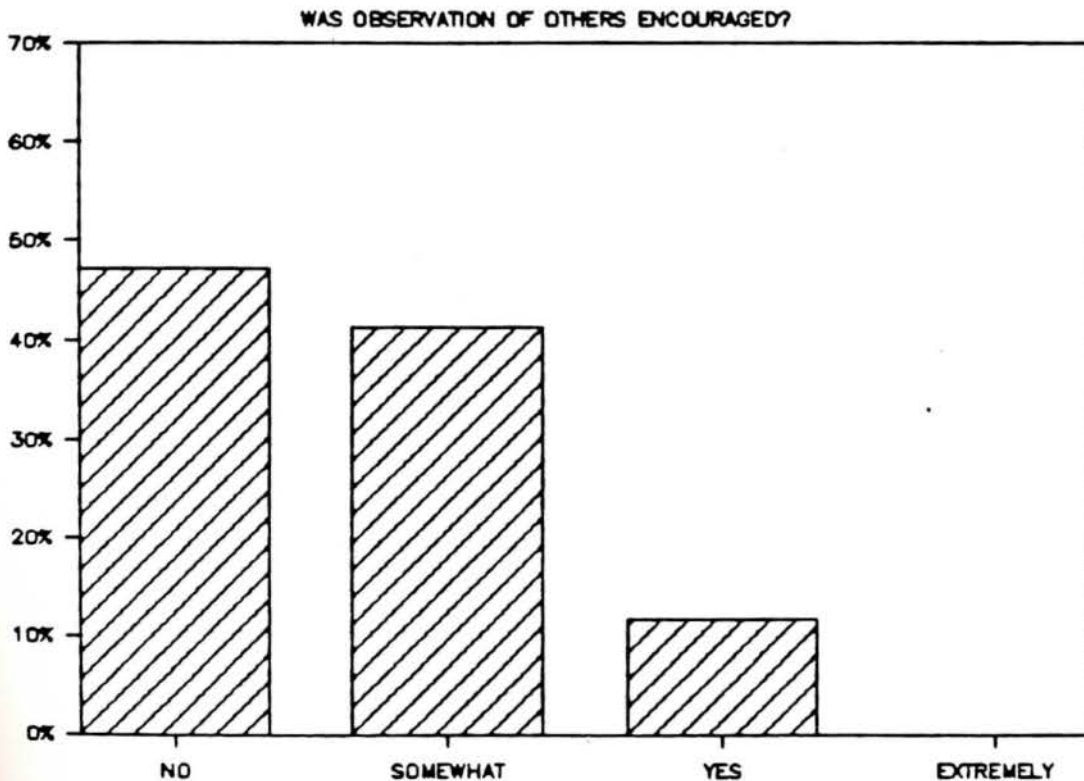
Graph 4. Student observation



Graph 5 shows in percentages the degree to which observation of other therapists was available. One student reported that while she was doing her practicum in a hospital chemical dependency unit, she had been

refused by the group therapist to sit in on the group to observe the process.

Graph 5. Observation of other therapists



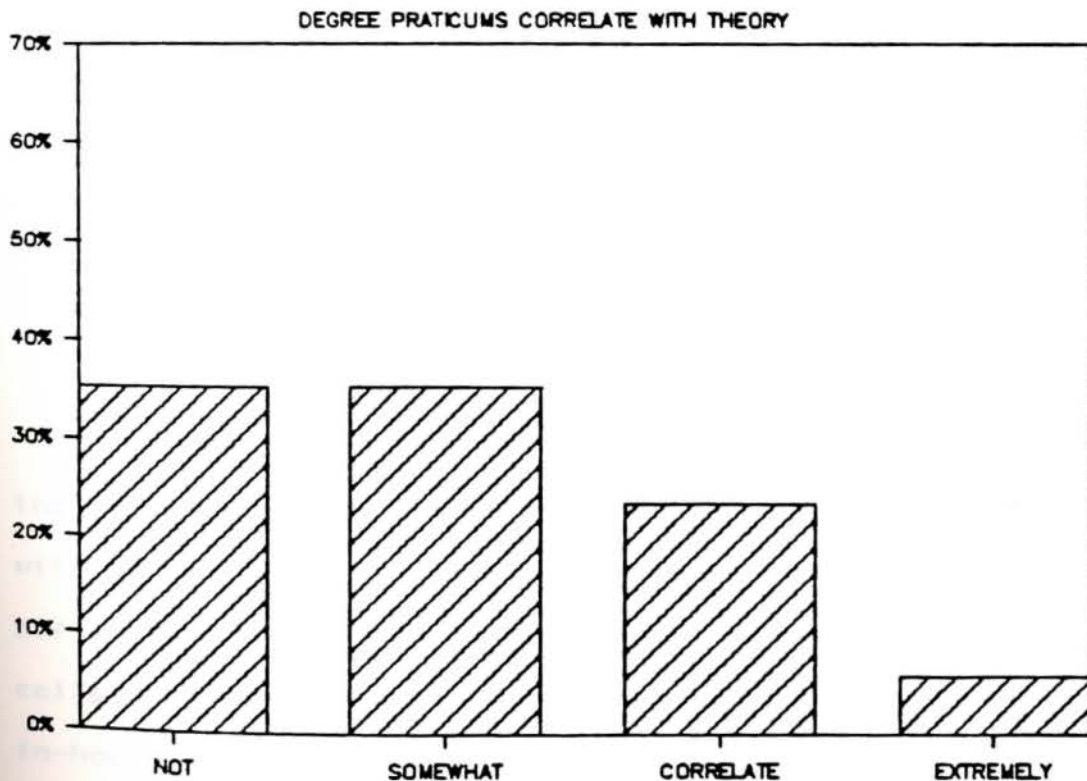
The last two graphs illustrate questions three and four of the survey. In question three, 35% felt academic course work theory was not correlated with their practicum. One respondent (personal communication, October 30, 1989) put it this way:

It was very confusing to me to be learning personality theory in class with an instructor

that was psycho-analytically oriented and then to work in a chemical dependency treatment center. My instructor, my on-site supervisor, and my Lindenwood supervisor were all telling me to work with patients according to their theoretical posture.

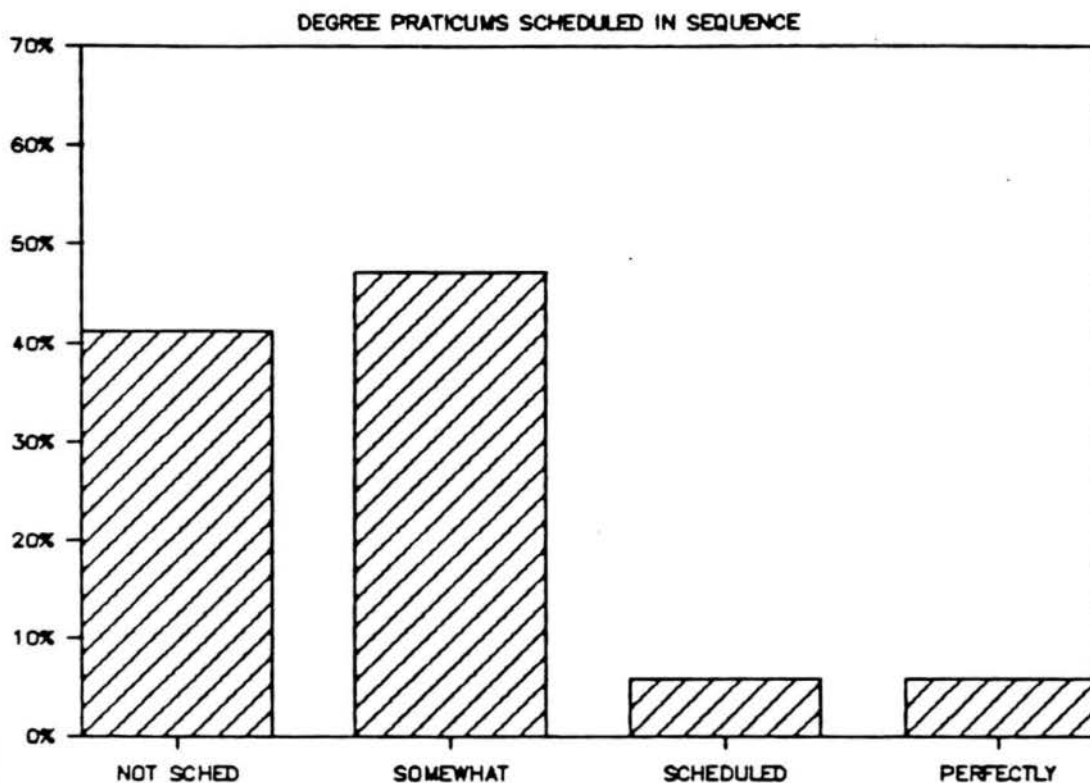
On site supervisors and Lindenwood supervisors were not usually in touch with one another so students would often get conflicting messages.

Graph 6. Practicums correlate to theory





Graph 7. Practicum scheduled in proper sequence



Students felt that if Lindenwood would coordinate the field placement and establish policies and procedures with the agencies, practicums would flow smoothly. It is difficult for entry level students to know what the college expects in terms of training. This is where an in-house on-campus site would be most beneficial to students. Their progress would be monitored and supervised by the doctoral intern as well as the staff

psychologist. Because that would be their primary function, there would be no client time or revenue lost to the center. Close supervision through one-way mirrors, consultations, and videos would be an integral part of TPP.

As a result of the interviews it appears that students would find value in being in a training program not just at a practicum site.

Because Lindenwood decided in 1989 to drop the Consolidated Advising Program (CAP), Lindenwood is without any resource center, much less a counseling center. As the literature search indicated, many successful colleges find counseling and resource centers useful. Because funds are scarce, a plan for a grant proposal to fund the center and training program has been targeted to local philanthropic foundations whose purpose it is to help the community. The proposal (see Appendix C) is targeted to the adult learners in the community that would benefit from LCRC services.

APPENDIX A

LINDENWOOD COLLEGE RESOURCE CENTER

Organizational Structure Chart

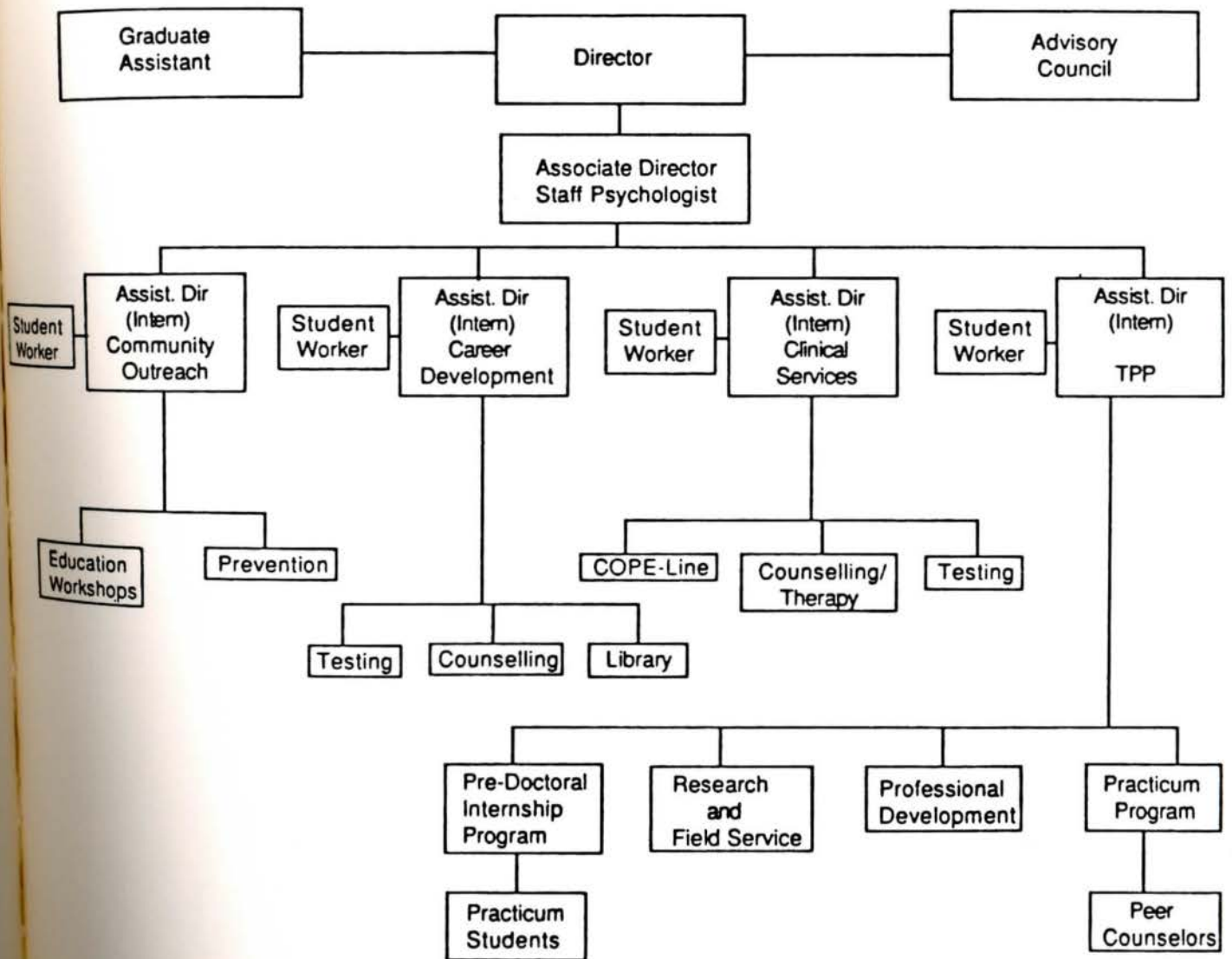
LCRC Handbook of Services

. . . . [to be completed]

LCRC Policies and Procedures Manual

. . . . [to be completed]

## Lindenwood College Resource Center Organizational Structure



APPENDIX B  
TRAINING IN PROFESSIONAL PSYCHOLOGY

Organizational Structure Chart

TFP Training Manual

Program Description: MA in Professional Psychology

Program Schedule: MA Practicum Student

. . . . . [manual to be completed]

TFP Policies and Procedures Manual

. . . . . [to be completed]

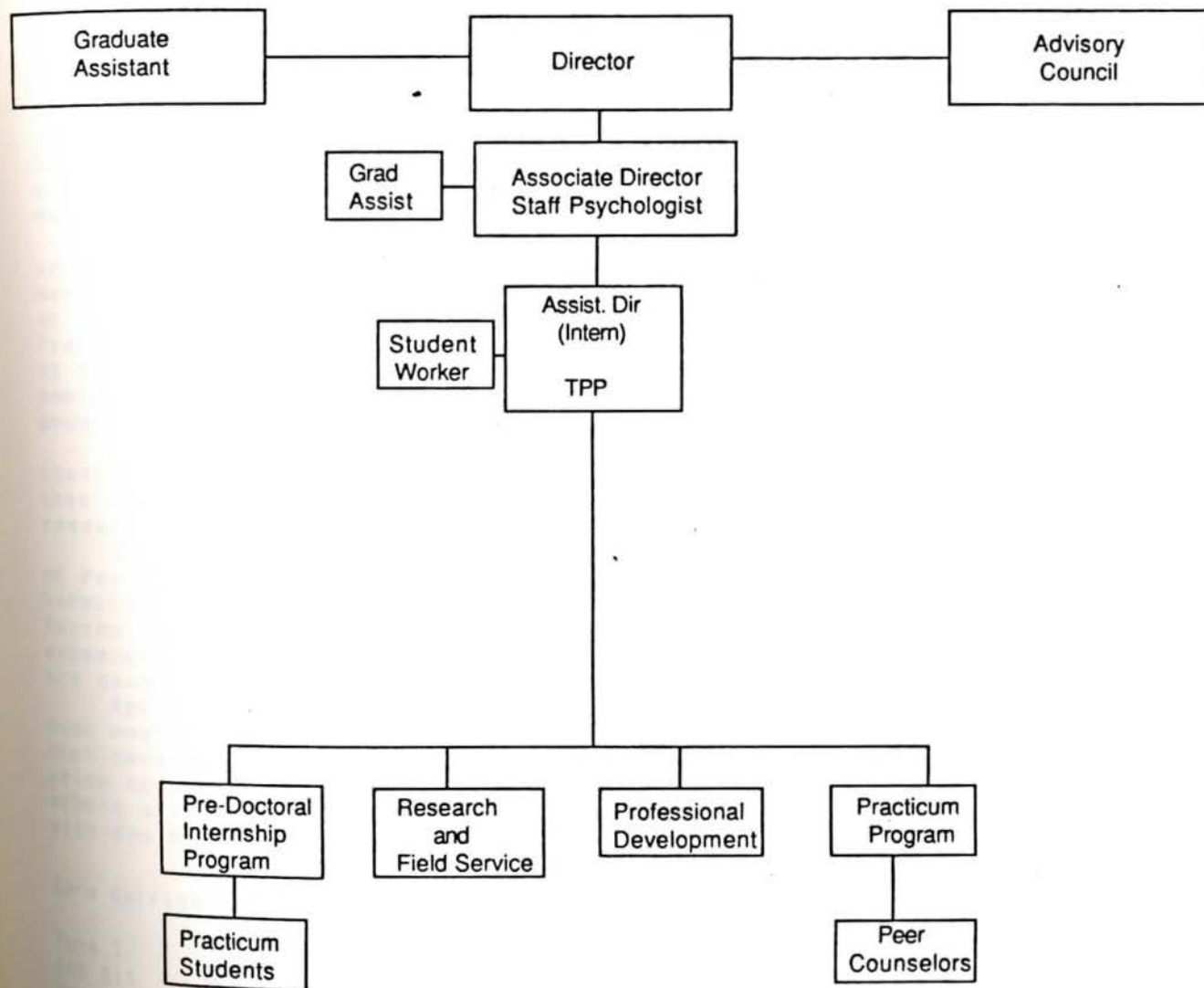
TFP Intern Staff Handbook

. . . . . [to be completed]

TFP Peer Counselor Handbook

. . . . . [to be completed]

**Lindenwood College Resource Center  
Organizational Structure  
Training in Professional Psychology**





## LINDENWOOD COLLEGE

### MASTER OF ARTS IN PROFESSIONAL PSYCHOLOGY

#### Program Description

The Master of Arts in Professional Psychology program is designed to prepare master's level psychology practitioners. It provides students with a broad base of psychological knowledge and theory, and it integrates this with extensive training and practice in the use of psychotherapy skills. Graduates of the program are qualified to work in a variety of mental health settings and to conduct individual and group therapy. Graduates interested in further training are well-equipped to pursue doctoral studies at other institutions.

The Professional Psychology program is intensive and comprehensive, requiring 60 semester hours of course work and applied experience. Students who take classes year-round can complete the course work in two years. Additional time is usually needed to finish practicum and thesis requirements. Students with interests in special topics may wish to extend their programs by taking elective courses.

Students must obtain a minimum of 600 hours of supervised practicum experience. Practicum placements may be arranged with a variety of mental health agencies in the St. Louis metropolitan area. The focus of practicum is the direct delivery of psychological services to clients. Practicum students receive one-to-one supervision from qualified professionals at their field sites, and they also participate in a group supervision seminar conducted by a faculty member of the Professional Psychology program.

Each student is required to do a thesis research project. The thesis must make a contribution to knowledge in the field and demonstrate that the student is competent in conducting and evaluating psychological research.

The Professional Psychology program recognizes the Ethical Principles of Psychologists and the Standards for Providers of Psychological Services that have been established and published by the American Psychological Association. All Professional Psychology students are expected to adhere to these principles and standards. Ethical violations are cause for dismissal from the program.

Applicants for admission to the Professional Psychology program must meet the admission requirements and follow the application procedures that have been established for all LCIE graduate programs. In addition, prior to being permitted to enroll in course work, an applicant must submit all required application materials and have a personal interview with the Faculty Advisor for the Professional Psychology program.

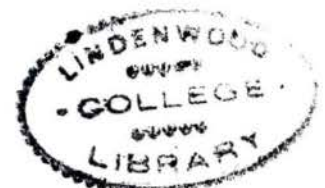
#### Core Curriculum:

##### Term 1

- IPP 511 History and Systems of Psychology (3)
- IPP 512 Ethics and Professional Issues (3)
- IPP 513 The Helping Relationship (3)
- IPP 590 Practicum in Professional Psychology (.5)

##### Term 2

- IPP 521 Developmental Psychology and Human Growth (3)
- IPP 522 Theories of Personality (3)
- IPP 590 Practicum in Professional Psychology (.5)



## Term 3

- IPP 531 Psychopathology I (3)  
 IPP 532 Psychopathology II (3)  
 IPP 590 Practicum in Professional Psychology (1)

## Term 4

- IPP 541 Research Methods (3)  
 IPP 542 Statistics (3)  
 ICU 599 Culminating Project/Directed Thesis (3)  
 IPP 590 Practicum in Professional Psychology (1)

## Term 5

- IPP 551 Counselling and Psychotherapy: Theory and Practice I (3)  
 IPP 552 Counselling and Psychotherapy: Theory and Practice II (3)  
 IPP 590 Practicum in Professional Psychology (1)

## Term 6

- IPP 561 Social and Cultural Psychology (3)  
 IPP 562 Group Dynamics, Process, and Psychotherapy (3)  
 IPP 590 Practicum in Professional Psychology (1)

## Term 7

- IPP 571 Biological Bases of Behavior (3)  
 IPP 572 Cognitive-Affective Bases of Behavior (3)  
 IPP 590 Practicum in Professional Psychology (1)

## Term 8

- IPP 581 Career and Lifestyle Development (3)  
 IPP 582 Appraisal of Individuals (3)  
 IPP 590 Practicum in Professional Psychology (1)

## COURSES OF STUDY

IPP 511 History and Systems of Psychology (3) Study of the history of psychology to gain perspective on modern psychological theories, concepts, and intervention strategies.

IPP 512 Ethics and Professional Issues (3) Introduction to professional organizations and codes of ethics. Examines professional identity issues in the mental health field and explores current political, legal, and ethical issues affecting the practice of psychotherapy. Reviews the current status of professional training standards and licensing.

IPP 513 The Helping Relationship (3) Theoretical and applied study of the helping relationship with an emphasis on the development of therapist and client self-awareness. Includes an introduction to consultation theory and practice.

IPP 521 Developmental Psychology and Human Growth (3) Study of human growth and development from infancy through adulthood. Covers psychological aspects of development. Examines developmental theories and constructs, focusing on what they contribute to an understanding of normal and abnormal development and how they guide intervention strategies.

IPP 522 Theories of Personality (3) Study of the major theories of personality and their application to the practice of psychotherapy.



IPP 531, 532 Psychopathology I, II (3,3) Study of psychopathology with an emphasis on description, development, and treatment. Examines basic concepts and categories used in descriptions of deviant behavior and abnormal personality. Considers general causal factors in the context of differing theoretical perspectives. Explores diagnostic and therapeutic concerns. Prerequisites: IPP 521, 522.

IPP 535 Introduction to Substance Use Disorders (3) Introduction to substance use disorders. Presents historical perspectives on the problem of substance abuse and considers the effects of this problem on society. Examines the nature and etiology of substance use disorders including diagnostic criteria. Considers psychological and physiological aspects of substance use disorders and medical and family issues.

IPP 536 Issues and Methods in the Treatment of Substance Use Disorders (3) Study of the history of the treatment of substance use disorders. Examines various methods of treatment and related issues from the perspectives of theory and practice. Emphasizes current treatment strategies.

IPP 541 Research Methods (3) Principles and methods of designing psychological research. Topics include hypothesis stating, experimental design options, and data analysis and interpretation.

IPP 542 Statistics (3) Introduction to the statistical analysis of psychological research and the evaluation and application of findings.

IPP 551, 552 Counseling and Psychotherapy: Theory and Practice I, II (3, 3) Study of the basic theories, principles, and methods of counseling and psychotherapy. Involves experiential integration of theoretical material with therapy approaches. Prerequisites: IPP 531, 532

IPP 561 Social and Cultural Psychology (3) Study of the social bases of behavior with an emphasis on the influence of culture. Examines the impact of social, cultural, economic, political, racial, religious, and sexual factors on human behavior. Explores a broad range of topics including attraction, affiliation, conformity, aggression, prejudice, sexism, processes of social change, ethnic groups, urban and rural societies, and changing roles of men and women.

IPP 562 Group Dynamics, Process, and Psychotherapy (3) Study of the principles of group dynamics with an exploration of the processes of group interactions. Examines types of groups and theories and techniques of group counseling and psychotherapy.

IPP 563 The Evolution of the American Family System, 1900-Present (3) Study of the evolution of and change in the American family since 1900. Examines the influence of society and culture in shaping the American family system. Provides an introduction to family systems theory.

IPP 564 Divorce: The Recovery Process (3) Study of the experience of divorce and the process of recovering from divorce. Considers the effects of divorce on individuals, families, and the American culture. Topics covered include the stages of grief and healing associated with divorce, single life, single parenting, remarriage, and blended families. Explores ways to facilitate healthy and constructive recovery from divorce.

IPP 571 Biological Bases of Behavior (3) Topics vary from term to term. Topics that may be presented include physiological psychology, psychopharmacology, neuropsychology, sensation, perception, and human sexual behavior.

IPP 572 Cognitive-Affective Bases of Behavior (3) Topics vary from term to term. Topics that may be presented include learning theory, thinking, memory, motivation, and emotion.

IPP 581 Career and Lifestyle Development (3) Study of major theories of career development including career choice theories and models of career decision making. Examination of the relationship between career choice and lifestyle. Introduction to career counseling techniques and sources of occupational and educational information.

IPP 582 Appraisal of Individuals (3) Introduction to psychometrics and methods of appraisal. Examines several data collection approaches including interviewing and testing. Considers factors affecting data interpretation such as age, sex, and ethnic and cultural background. Includes a survey of a variety of tests and inventories and in-depth study of selected instruments.

IPP 588 Independent Study in Special Topics (3-9) Student selects a special topic in psychology and develops and pursues a program of study under the guidance of an expert in the field.

IPP 589 Seminar in the Theory and Practice of a Therapy Modality (3-9) Each seminar focuses on one mode of psychotherapy and provides an in-depth examination of its theory and practice.

IPP 590 Practicum in Professional Psychology (1-6) Students engage in clinical practice in agency settings under the supervision of qualified professionals. Students also participate in a supervision group led by a faculty member. Advance approval from the Professional Psychology Faculty Advisor is required for registration. Graded P/F only. Prerequisite: IPP 513.

IPP 598 Special Topics in Professional Psychology (1-3) An intensive study of a topic in professional psychology. Course may be repeated.

ICU 599 Culminating Project/Directed Thesis (3) Students register for thesis credits concurrently with IPP 541 Research Methods and IPP 542 Statistics. While taking this cluster of course work, they design their thesis proposal. After completion of the cluster, they work on implementing their proposal at their own pace. They receive an incomplete grade for their thesis credits until their thesis is finished and approved by a review committee. Graded P/F only.

## PRACTICUM PROGRAM SCHEDULE

Term 1 - Phase 1: Orientation and exposure

.5 credits - 50 hours

LCRC: Orientation

Outside field experiences

Professional Development

Term 2 - Phase 2: Interviewing skills and developmental histories

.5 credits - 50 hours

LCRC: Career Division  
Clinical Division  
Research Component

Field option: Psychiatric  
outpatient services

Professional Development

Term 3 - Phase 3: Intakes and assessments

1 credit - 100 hours

LCRC: clinical component

Field Option: Community  
mental health service

Term 4 - Phase 4: Research and Methods

1 credit - 100 hours

LCRC: Training component  
Research

Field Option: Research  
Assistant

Professional Development

Term 5 - Phase 5: Counselling Practice

1 credit - 100 hours

LCRC: clinical component

No field option

Professional Development

Term 6 - Phase 6: Group Process

1 credit - 100 hours

LCRC: Community Division  
Clinical Division  
Career Development

No field option

Professional Development

Term 7 - Phase 7: Treatment Modalities

1 credit - 100 hours

LCRC: Clinical Division

Field Option: specialized  
approach, special  
populations

Professional Development

Term 8 - Phase 8: Career counselling, testing  
and supervision

1 credit - 100 hours

LCRC: Career Division  
Clinical Division  
Training Component

Field Option: Variety

APPENDIX C  
GRANT PROPOSAL OUTLINE

Proposal Summary Letter

Introduction

Assessment of Need

. . . . [to be determined]

Program Objectives

. . . . [to be continued]

Method

. . . . [to be developed]

Evaluation

. . . . [to be completed]

Future Funding

. . . . [to be determined]

Budget

. . . . [to be completed]

Lindenwood Hierarchy Char

. . . . [to be forthcoming]

Letters of Endorcement

. . . . [to be forthcoming]

Date

Name of Foundation  
 Name, Title  
 Address  
 City, State, Zip

Dear Name:

Lindenwood College is a private liberal arts institution which has provided programs in education for 160 years. Presently, Lindenwood is experiencing a tremendous surge in its adult population as a result of the shifting demographics and shifting economy. Adult learners (23 years and older) in St. Louis and St. Charles Counties are making decisions to continue their education at a phenomenal rate.

Life circumstances surrounding non-traditional students often place them in periods of severe stress. Our purpose is to develop the Lindenwood Community Resource Center to serve these citizens, employees, mothers and fathers. Its goal will be to help them deal with the pressures and problems of modern day living where education often plays an important role, and ultimately to promote within themselves a hope for and determination to achieve a better quality of life.

'87'

The Center will be housed on site and will be staffed with a director and a licensed counselor or psychologist. Graduate interns from the psychology department will provide the counseling and support services for these community people underneath proper supervision. The projected initial cost and budget for year 1 is xx,xxx (xx,xxx) dollars. The ultimate goal is to become self supporting in x years.

The proposal is attached for your consideration.

Sincerely,

name,  
 Fund Raiser title

## INTRODUCTION

### Lindenwood Development

#### Historical Background

Lindenwood College is one of the oldest institutions in the United States. It was founded by Mary Easton Sibley, the wife of Major George Sibley who charted the Santa Fe trail. . . . [section continues].

#### Description of College

. . . . [section continues].

#### Development History

. . . . [section continues].

#### Credibility

Board of overseers. . . . [section continues].

Board of Directors. . . . [section continues].

Funding Support. . . . [section continues].

Letters of Endorcement. . . . [section continues].

#### Significant Accomplishments

. . . . [section continues].

### Problem Statement

Colleges and universities all over the country are currently experiencing a shift in their populations from traditional to non-traditional students. The traditional student is classified in the 18 to 22 year old range while the non-traditional student is considered as the adult learner. The adult learner, typically, is that

What is more, there often is not adequate insurance or benefits packages to cover the cost of services of this type. The fee will be based on the ability to pay. St. Charles is the largest growing county in the state. Local mental health centers and psychological services have waiting lists. Others are too expensive for this population to have access to their services. The services of this center will be open to all those in the St. Louis and St. Charles area who may fit into the targeted population.

The population served will be St. Charles and St. Louis County citizens, employees of organizations which include men and women in a variety of situations. They will be single parents, those making mid-career changes or those who are returning to school after a long absence to complete their degrees. Many will have no college and will begin in an effort to "better" themselves both personally and professionally. Some will be blue collar workers who have been laid off of their jobs, are currently unemployed, and wish to learn new skills. There will be those whose jobs are not satisfying and who feel trapped. Often, there will be the professional whose position has been eliminated or whose job search efforts have proved to be fruitless in a highly competitive market. There will be the homemaker whose children are grown or who is a widow. We can also expect to see a



combination of any or several of these situations and types of participants.

As a result of the types of situations described above, these people share a common problem. They often find themselves without a sense of attachment to life, a feeling of not belonging anywhere, and a sense of their inability to fit in to the environment. They know they are not experiencing all that life can offer them. They are frustrated by their inability to experience the joy they expect out of life and feel that life is passing them by. To some, their only hope is a college education, to others there is no hope. They must learn to juggle family, jobs, and finances to remain in school or to just survive.

To many, the frustrations, stresses, and strains of daily living are too much. These problems result from a number of different areas including: job, inter-personal relationships, finances, school, and daily living. Over the last two and a half years hundreds of adult prospective students have shared these feelings in personal interviews. As a result, the concept of designing a personal and professional growth service center evolved out of recognition of these needs.

These clients expressed a deep desire to have self-confidence and self-worth validated, including validation of strengths and weaknesses. In their desperation they

seek re-assurance, understanding and acceptance of their situations. The author often saw the fear and apprehension as they wondered if they had the resources and fortitude to accomplish the task.

When talking with these people as as a counselor in Admissions, the author saw the excitement when they realized Lindenwood offered accelerated adult programs. The prospective students expressed eagerness to participate in the services that will be offered by the college.

#### Statement of Grants Purpose

This project will describe the Lindenwood Community Resource Center (LCRC) and its outcome. The project design will cover the development and implementation of the LCRC graduate training laboratory clinics and internship program for graduate and post graduate students of psychology.

The goals backing the rationale and need for such services is to experience relationship through interpersonal learning, to learn life skills such as decision making, to cope with life, to take care of oneself, to teach people to feed each other, to demonstrate the universality of our experience and ultimately to plant seeds of hope.

The Purpose for the proposal of the center is to provide the professional and personal support services to

help the community. LCRC psychological and counseling services will help adult learners find effective ways to cope with the stresses and strains of their daily living as they spend the next few years in this transitional period of life.

## PROGRAM OBJECTIVES

Supervision: Key to Effective Services

. . . . [section continues].

Measureable Objectives

. . . . [to be completed].

Accomplishments

. . . . [to be completed].

Service and Research in College Clinics: Problems

. . . . [section continues].

Potential Sources for Problems: LCRC

. . . . [to be determined].

## PROGRAM METHODS

Other Programs

. . . . [to be completed].

Effectiveness

. . . . [to be completed].

Design of LCRCPlan to meet need

. . . . [to be developed].

Plan of Activities

. . . . [to be developed].

Graduate Psychology Training Program

. . . . [to be developed]..

Plan of logistics

. . . . [to be developed].

## EVALUATION

Evaluation of Objectives

. . . . [to be developed].

Evaluation from Faculty

. . . . [form to be developed].

Outside Agency Evaluation

. . . . [criteria and method to be developed].

### FUTURE FUNDING

The Lindenwood Community Resource Center will become self-supporting by xxxx. Funding will come from a variety of sources, such as X, X, X and X. . . . [source of support to be explored].

## BUDGET

## Personnel, Wages and Salaries

. . . . [to be determined].

## Purchase of Equipment

. . . . [to be determined].

## Consumable Supplies

. . . . [to be determined].

## Testing Materials

. . . . [to be determined].

## Space Costs

. . . . [to be determined].

## Remodeling

. . . . [to be determined].

## Insurance

Investigation

. . . . [ongoing].

Liability

. . . . [investigating].

Cost

. . . . [to be determined].



APPENDIX D

Practicum Needs Assessment Test & Results

### Graduate Practicum Needs Assessment Survey (Results)

\* Note: The compiled results appear below each choice.

This form has been developed as a tool to determine the need for an in-house practicum site at Lindenwood College for the training and supervision of students in the graduate and post-graduate programs in Professional Psychology.

Your help is appreciated. Please circle the appropriate number.

1. Was it easy to find practicum placement?  
 (1) not easy [5]      (2) somewhat [7]      (3) easy [5]      (4) extremely [0]
2. Were agency needs congruent with college requirements?  
 (1) not congruent [5]      (2) somewhat [7]      (3) congruent [4]      (4) extremely [1]
3. Were practicums correlated with course work theory?  
 (1) not correlated [6]      (2) somewhat [6]      (3) correlated [4]      (4) extremely [1]
4. Were practicums scheduled in sequence throughout the course of the graduate program?  
 (1) not scheduled [7]      (2) somewhat [8]      (3) scheduled [1]      (4) perfectly [1]
5. Did the practicums provide training in a variety of treatment modalities?  
 (1) no variety [3]      (2) somewhat [9]      (3) variety [1]      (4) extensive [4]
6. Was it possible to incorporate these theoretical modalities in the therapeutic relationship?  
 (1) not possible [2]      (2) somewhat [8]      (3) possible [4]      (4) extremely [3]
7. Was the client-population serviced by the practicum student diverse?  
 (1) no      (2) somewhat      (3) diverse      (4) extremely
8. Was there access to clients for one-to-one counselling?  
 (1) no access [0]      (2) somewhat [2]      (3) access [7]      (4) extensive [8]
9. Was facilitation or co-facilitation in group work provided?  
 (1) not provided [7]      (2) somewhat [7]      (3) provided [2]      (4) extensively [1]
10. Were assessment skills taught and emphasized?

- (1) not taught [4]      (2) somewhat [8]      (3) taught [5]      (4) extensively [0]
11. Were interviewing skills taught?  
 (1) not taught [5]      (2) somewhat [8]      (3) taught [3]      (4) extensively [1]
12. Were progress notes considered important?  
 (1) not important [8]      (2) somewhat [2]      (3) important [5]      (4) extremely [2]
13. Were treatment plans required?  
 (1) not required [5]      (2) somewhat [3]      (3) required [5]      (4) extensively [4]
14. Were observations of other therapists at work encouraged?  
 (1) not encouraged [8]      (2) somewhat [7]      (3) encouraged [2]      (4) extremely [0]
15. Were you observed during your group or individual sessions?  
 (1) not observed [7]      (2) somewhat [6]      (3) observed [4]      (4) extensively [0]
16. Was the on-site supervisor available for help?  
 (1) not available [4]      (2) somewhat [11]      (3) available [2]      (5) extensively [0]
17. Was the on-site supervisor professionally competent?  
 (1) not competent [1]      (2) somewhat [2]      (3) competent [8]      (4) extremely [6]
18. Was professional development and research encouraged?  
 (1) not encouraged [3]      (2) somewhat [9]      (3) encouraged [4]      (4) extremely [0]
19. How valuable would you rate Lindenwood supervision sessions?  
 (1) not valuable [1]      (2) somewhat [7]      (3) valuable [6]      (4) extremely [3]
20. How sufficient would you rate your overall practicum experience?  
 (1) not sufficient [1]      (2) somewhat [7]      (3) sufficient [6]      (4) extremely [3]

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