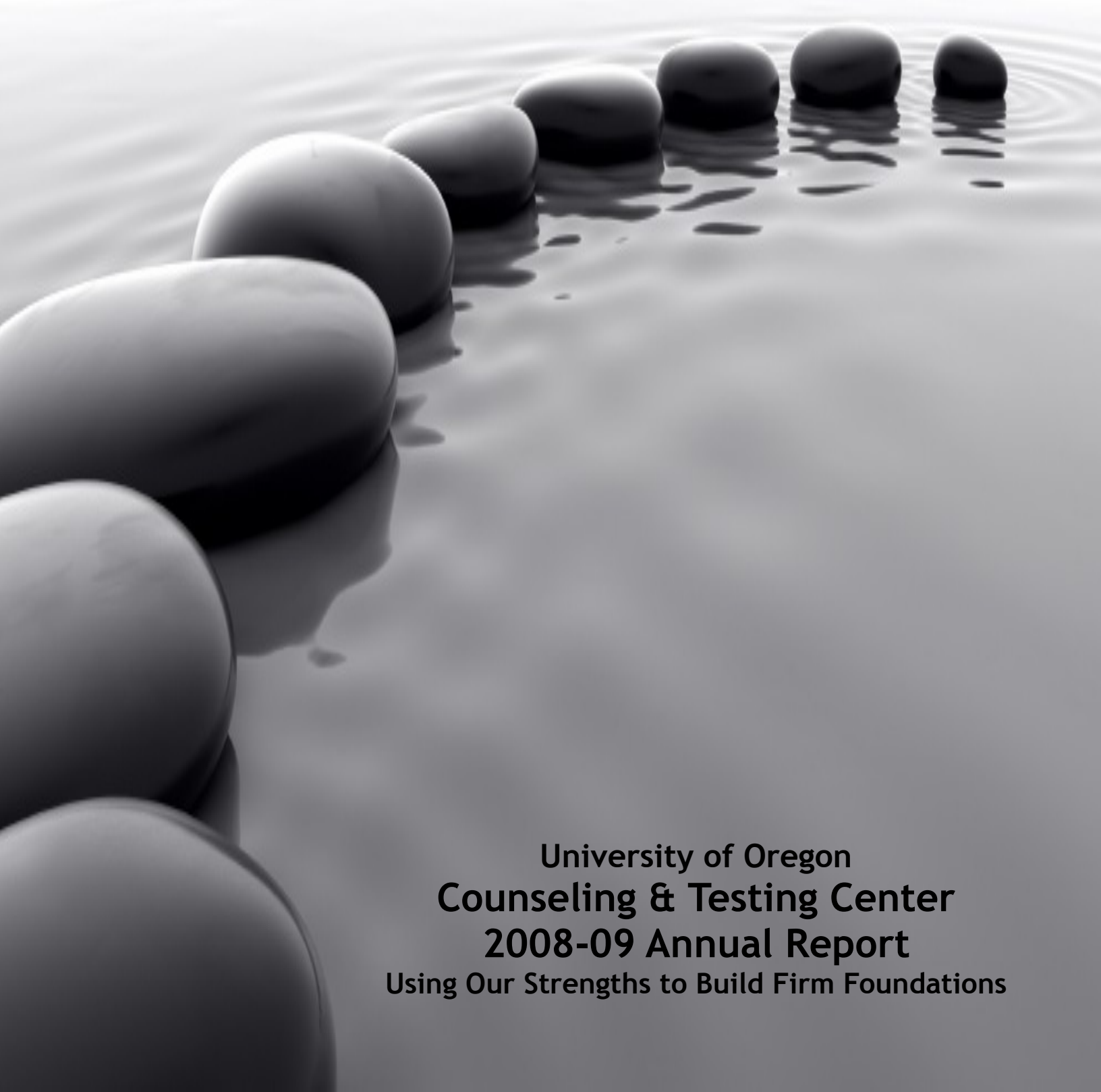
University Counseling & Testing Center



University of Oregon

Counseling & Testing Center
2008-09 Annual Report

Using Our Strengths to Build Firm Foundations

Introduction

2008-09 was a busy and exciting year at the Counseling and Testing Center. Excellent psychological and testing programs and services were provided, new programs were developed, the website was revamped, internal clinical systems were improved, collaborative relationships were formed, safety and security issues were addressed, new staff members were hired, and a UCTC strategic planning process was begun. All of this was accomplished while managing our budget in a fiscally responsible manner.

Mission of UCTC

Our departmental mission has five components:

1. To facilitate each students' development
2. To develop and maintain a positive psychological climate on campus
3. To train future professionals
4. To provide assessment of student placement and academic progress
5. To respond to campus and community needs.

We began our strategic planning process, including redefining our core values and core purpose in light of the Student Affairs goal and core purpose.

Highlights of the Year

Highlights included early steps to develop a more comprehensive substance abuse intervention program, successful searches for two staff psychologists and two administrative staff (testing and front desk), the formal creation of the Oregon College and University Suicide Prevention Project, and full accreditation for the maximum of seven years for the predoctoral internship program.

Budget

2008-09 Funding		
UO State Funding	$	122,251
UO Matching Funds	$	216,465
Health Fee	$	1,434,263
Matriculation Fee	$	20,000
Testing Income Account	$	105,000
TOTAL	**$**	**1,897,979**

The majority of funding is from the Health Fee (reference: OAR 580-011-0005), currently assessed for enrolled students at $26.25 for Fall, Winter and Spring, and $14.75 for Summer. After maintaining the fee at $23.75 for three years, our Advisory Board supported an increase of $2.50 for the 2009-10 year.

Budget-Continued

Testing income has stabilized and we increased the projected amount of revenue from $105,000 to $130,000 for 2009-10. The UCTC received an increase in the matriculation funding for 2009-10 which helps bring the Testing Office into a more self-supporting position.

Facilities

Throughout the Health, Counseling & Testing Building we continue to struggle with an inadequate heating and cooling system. The Directors of the Health Center and UCTC have had numerous conversations with Facilities to try to address this concern. We are currently waiting for the installation of a retrofit to the venting system. The Counseling and Testing Center is also on the verge of outgrowing its existing office space, limiting opportunities to expand staffing and to provide clinical training to a larger number of UO graduate students.

Academic Connections

The UCTC continued to strengthen academic ties. The Testing Office collaborated with AEIS to research and pilot a new AEIS placement instrument. Conversations are occurring with other academic departments about online placement testing. The Testing Office also solidified its relationship with Disability Services for test proctoring to UO students with documented disabilities. This role extends to working with the faculty in obtaining and administering the test to meet their standards.

We offered two credit-bearing classes: CPSY 407 *Lifeskills: Stress Management and Self-Esteem* and FHS 407 *Leadership Development in Fraternal Organizations*. We also provided *suicide awareness* and *violence in the academic workplace* training to academic and administrative units, and consultation to departments and faculty/staff requesting assistance with mental health and bereavement concerns.

We also have a Staff-in-Residence at CoDaC who helps design and facilitate workshops for academic faculty to increase faculty participants' awareness, knowledge, and skills about working with complex multicultural classroom environments.

Operations and Services

The UCTC made service delivery changes to meet the needs of UO students. The Counseling Center added an additional counselor to respond to the enrollment surge. We also increased options for students seeking intake appointments by implementing a same day intake appointment along with drop- in hours. We increased Testing Center staff to respond to increased numbers of students requesting testing services.

Learning Outcomes

Learning outcomes were established for several programs. Some of the results included:

- At least 95% of former predoctoral interns rated their competency level for professional practice upon completion of internship as "at" or "above" entry level in all categories.
- Suicide Gatekeeper presentations consistently received positive results on the core competency of participants being more knowledgeable about how to recognize and respond to suicidal behavior.
- 80% of the students in the Leadership Development in Fraternal Organizations class reported they had gained understanding of their strengths as leaders and 67% reported that the class helps them develop skills to lead healthy lives.
- Outcome measures for participants in the CHOICES program reflected a tendency toward *agreement* with the statements that reflected lower-risk attitudes about drinking.

Program and Department Services

Students Served in UCTC					
Drop In	1,962 students	**Outreach/Consulation**		**TESTING**	
Individual Therapy	1,836 students	Students	355 hours	Test Administrations	16,140
Therapy Sessions	7055 hours	Faculty	609.5 hours	Type of Tests	49
Groups	12	Group Sessions	860 Hours		
POPULATION SERVED IN COUNSELING					
Demographic		**Ethnic Background**		**Class**	
Average Age	22.5	Asian/Pacific Islander	74	Freshman	375
Female	1,127	Black/African American	21	Sophmore	301
Male	702	Caucasian	1051	Junior	381
Transgender	2	Hispanic/Chicano	45	Senior	422
Most Pressing Issues		Native American	12	Graduate	293
Academic Concern	Anxiety	Multi-Ethnic	86	Not Enrolled	1
Alcohol Abuse	Depression	International	55	Not Reported	42
Drug Abuse	Stress	No Response	492		

Diversity Highlights

Our multicultural organizational development efforts included quarterly multicultural staff developments, providing cultural competency modules to residence life staff and housing custodial supervisors, increasing the diversity of our clinical and administrative staff (including increasing the number of bilingual staff members), and ensuring that our waiting areas are welcoming to a culturally diverse clientele (e.g., adding a Spanish-language popular magazine).

Student Involvement

Our Advisory Board provides an opportunity for students to learn about our services and provide feedback to our staff. We are examining how to make this much experience a more focused strategy by establishing a mentorship program, meeting with each student to discuss their growth areas, and providing more consistent and frequent meeting times.

Challenges for the Upcoming Year

Facilities issues will continue to be a challenge as we face another year with an inadequate HVAC system in the newer wing, old and drafty windows in the remodeled wing, and limited office space to grow our programs. Other challenges include getting clinical staff licensed in a timely manner, coping with the uncertainties of the current economic climate, and responding to the impact of mandatory furlough days for classified staff.

Goals for the Upcoming Year

Our Associate Director will be retiring, so a major goal will be to successfully recruit a new Assistant Director/Clinical Director to replace her. We plan to continue to develop our substance abuse intervention program, including the temporary hire of a substance abuse counselor and increasing our role in providing Drug and Alcohol Clinical Interviews for conduct-mandated students. The Testing Center is exploring the possibility of offering some evening and Saturday testing. We hope to enhance the experience of students on the Advisory Board by identifying ways in which they can gain skills relevant to their future goals by participating on the Board. We also plan to rewrite the UCTC mission statement and evaluate our programs and services in light of the UCTC core purpose, values and mission and the goals and core purpose of the Division of Student Affairs.

The University Counseling and Testing Center (UCTC) is the primary mental health service for the University of Oregon campus. The mission of the UCTC is to enhance the psychological and education climate of the campus by providing high quality prevention, intervention, and postvention programs and services, and educational and psychological testing. Our departmental mission has five components:

Facilitate each student's development

furthering academic pursuits by providing services; individual, couples, and group counseling; outreach; consultation services, psycho-educational classes and workshops; teaching in academic programs; and continuing research responsive to current psychological concerns

Develop and maintain a positive psychological climate

on campus by promoting personal growth and respecting and supporting cultural pluralism within our diverse community

Train future professionals

in the fields of clinical and counseling psychology and related disciplines

Provide assessment

of student placement and academic progress by administration and interpretation of subject tests, entrance exams, psychological assessment and diagnostics, career assessments, and national testing programs. Act as liaison to various national testing program administrators (i.e., MCAT, CBEST, GRE, SAT, LSAT) in order to provide testing services to students and the community

Respond to community and campus needs

by providing equal access to services for all participants

This year we have begun a process of redefining our core values and core purpose. With these components firmed up, we plan to re-evaluate our mission to make sure it clearly defines our purpose and supports the vision of Student Affairs.

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	TOTAL $	**1,897,979**

Budget Advisory Board

State/general fund dollars comprised 18% of our funding base. Health fee was 76% of our overall budget and the final 6% was testing income and matriculation fees.

For 08-09, the Health Fee remained at $23.75/student/term for Fall, Winter, and Spring terms for the third year. The Summer fee was increased from $11.00 to $13.75 for Summer 08.

Our Advisory Board, whose membership includes three campus partners and five students, were kept abreast of our funding issues. This group continues to inform us in our work and support our continuing focus of providing excellent service to students.

Advisory Board members:

Jessica Tzen, Chair
Eva Wong, Student
Lyllye Parker, OMAS
Shelly Kerr, UCTC
Jina Hyun, Student
Casey King, Student
Edel Davenport, UCTC
Gwen Jansen, UCTC
Alexander Sun, Student
Daralyn Dehaven-Murdock, UHC
Kristin Grieger, Career Center

Staffing and Personnel

Center Management Team

Dr. Shelly Kerr, Director and Ms. Edel Davenport, Associate and Clinical Director, continued in their roles this past year. Dr. Kerr appointed Dr. Brooks Morse as Training Director in the Fall of 2008. Gwen Jansen, continued to serve as the Assistant to the Director and Office Manager, overseeing the administrative staff operation including the front desk reception, budget, and Testing Office. David Espinoza continued as the Coordinator of Testing Services.

Staffing

During Winter Term a national search was conducted for two staff psychologists to fill the roles currently held by our temporary staff, Drs. Patsy White, Feliza Guidero, and Clay Bean. We were pleased to have our offers to Dr. Christiane Blanco-Oilar and Dr. Torrence Wimbish accepted. Both clinicians will start in August of 2009. Dr. Blanco-Oilar is a graduate of the University of Oregon and comes to us after a year with Sacred Heart Johnson Unit. Her areas of expertise include international students and students of color issues, eating disorders, depression, anxiety, trauma and acculturation. Dr. Wimbish finished his internship at the University of Utah and will bring expertise in LGBTQ issues, multicutural diversity concerns, male body image issues, eating disorders and mindfulness.

	F.T.E	
	2008-09	2007-08
Officers of Administration	13.95	13.25
Classified	7.00	6.00
Pre-Doctoral Interns	5.00	5.00
Graduate Teaching Fellows	3.46	2.28
Practicum Interns	1.00	1.00

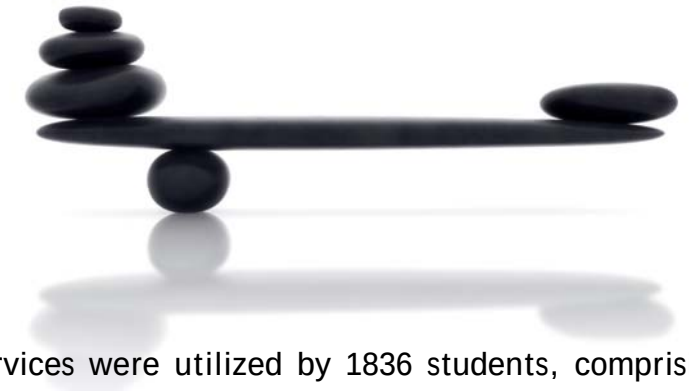
Staffing and Personnel

Our Graduate Teaching Fellows are pursuing their doctorates in the UO Counseling Psychology or Clinical Psychology programs. They provided specific services in substance abuse counseling, eating disorders counseling, teaching, programming to reach under-served students, and assessment (including disability identification). Their positions and names follow:

Erika Hinds	Assessment Specialist
Gerald Gonzales	Assessment Specialist
Gina Prendes-Lintel Furr	Programming Specialist
LaMisha Hill	Substance Abuse Specialist
Diana Peña	Eating Disorders Specialist
Marina Valdez	Lifeskills Instructor
Jenna Wheeler	Crisis Center Director
Mary Marsiglio	Crisis Center Assistant Director

Diana, LaMisha, Gina, Gerald, Jenna and Mary were all new hires this year, while Erika and Marina continued in their positions from 2007-08 year.

Clinical Services



Overview:

Individual therapy services were utilized by 1836 students, comprising about 8.8% of the student population, based on enrollment as reported in A Profile of Students at the University of Oregon by the Office of the Registrar. This is an increase of 306 students from last year. The Client Characteristics chart (pages 41 through 43) will show comparisons between our client population and the University of Oregon as a whole.

Clinical Services

Overview—continued

The provision of quality mental health services by qualified providers is the backbone of our operation. Students are afforded low cost services, with minimal wait. On average, students receive 5.51 sessions per academic year. For students with more developmental concerns, our brief therapy model allows us to see a large number of students and also promotes and complements the process of self-actualization and individuation that students in the 18-24 years of age range are navigating. For those students with long standing and more serious issues, longer term treatment is available, or we provide referrals to assist the student in finding a therapist in the community.

Although individual therapy remains our most utilized clinical service, group therapy opportunities continue to play an important role in our clinical program. This service allows us to offer long term, relationally focused treatment to the student population. About 10% (186 students) of our client population participated in our group program.

Emergency response and crisis consultation continues to be an important clinical service provided by the Counseling Center staff. Faculty, staff, and students continue to rely on our staff to consult, advise, and intervene in a variety of crises and university related emergencies.

We are testing approximately 7.4% of our client base (136 clients) for LD and ADHD issues. This program increased by 50 additional tests from 86 in 07-08. Unfortunately we will not be offering the testing program in 2009-10, but will be working with Disability Services to make low cost referrals to community counselors.

Study Abroad assessments are completed to help students, who are planning a study abroad, anticipate challenges and provide tools to make their experience successful.

Clinical Services

Case Management/Wait List

IMPACT	2008-09	2007-08	2006-07	2005-06	2004-05
Enrollment	20,829	20,376	19,552	19,598	19,603
Individual Clients	1,836	1,530	1,537	1,539	1,603
Drop In	1,962	1,575	1,594	1,602	1,682
Case Management					
Av CM - Fall	43.1	33.2	37.9	33.0	32.0
Av CM - Winter	57.0	57.0	64.0	39.0	36.0
Av CM - Spring	44.0	36.0	49.0	29.0	31.0
Waitlist					
Av WL - Fall	4.0	1.2	0.9	0.6	1.1
Av WL - Winter	13.0	11.0	9.8	3.8	19.0
Av WL - Spring	5.8	4.4	8.3	10.0	17.0

Enrollment surge increased the demand for our services. We saw an increase in students being cased managed and waiting for services. In spite of these increases, we were able to provide effective case management and monitoring of the waiting period to provide timely services to students.

Referral Out Satisfaction

We continued our program to follow up with students who had been referred out. Students were asked how successful the process was, if they were satisfied with the referral, and, if not, would like additional assistance from UCTC staff. Although our response rate was 33%, we felt the extra effort was important to evaluating our referral out services. The information we received from our students gave us invaluable information on our community therapists and their responsiveness. Below is a chart of the survey results:

		Process: SUCCESSFUL	SATISFIED W/REFERRAL	NEED TO BE SEEN AT UCTC	No Response
Summer 2008	Yes	1	1	0	6
Total Surveyed: 9	No	1	0	1	
Fall 2008	Yes	6	6	0	38
Total Surveyed: 53	No	1	0	11	
Winter 2009	Yes	9	7	0	77
Total Surveyed: 124	No	4	2	0	
Spring 2009	Yes	14	13	3	71
Total Surveyed: 102	No	6	0	4	
2008-09	**Yes**	**30**	**27**	**3**	**192**
TOTAL: 288	**No**	**12**	**2**	**16**	**33%**

Clinical Services

DROP IN BY TERM			
	08-09	07-08	06-07
Summer	143	127	142
Fall	652	529	530
Winter	647	543	503
Spring	520	376	412
TOTALS	**1962**	**1575**	**1587**

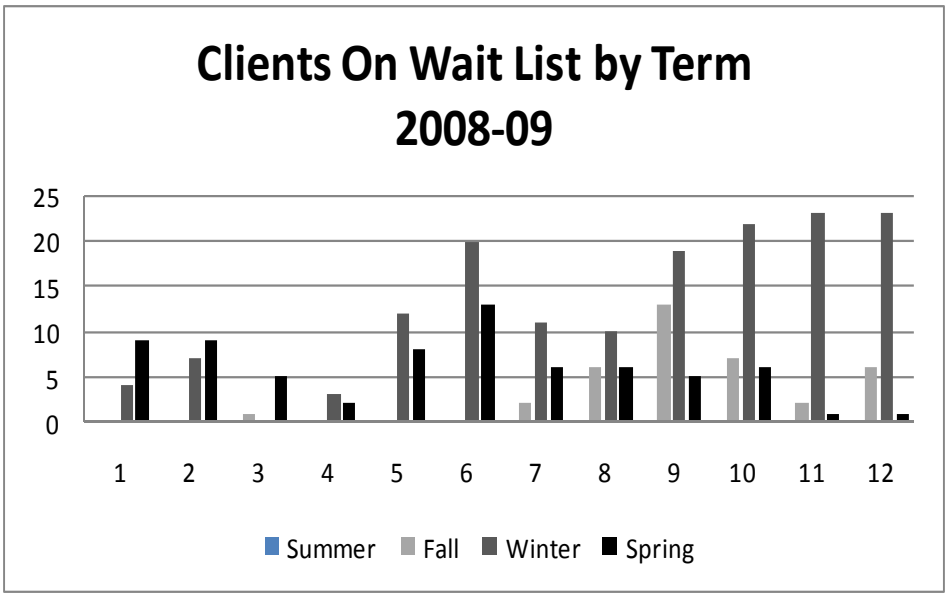
Changes in drop-in system

During the past academic year, we changed our drop-in system to accommodate students who prefer to have an initial appointment rather than access our services during drop-in hours. Besides daily drop-in hours, Monday through Friday between 1:00 and 4:00 p.m., students are now able to schedule same and or next day initial appointments. In getting feedback from students, it appears our new system is a big success with students and staff alike.

WAITLIST

The graph and statistics indicates that, as usual, our trend of higher waiting time for services was in Winter Term. During week six we see a radical increase in our client demand which coincides with an increase in our drop ins and schedule intakes, and full clinician case loads. To accommodate this increase clinicians have offered every other week appointments, seeing on-going clients for shorter check in during drop in hours, and provide additional group services and referrals out to community therapists.

The Center consistently struggles to balance providing available times for students to access services (drop in & scheduled intakes) with the need to provide on-going individual sessions. Upgrading our group program, looking for creative ways to provide services to students, and constant monitoring of the efficacy of those services help us to meet that goal.



Clinical Services

SUBSANCE ABUSE

Elizabeth Loux coordinated our substance abuse intervention and prevention efforts this past year.

Substance Abuse Initiatives for 2008-2009:

- Launched a pilot program (CHOICES About Alcohol) providing evidenced-based alcohol education and intervention to students mandated by the Office of Community Standards and Student Conduct and the Office of University Housing. Trained staff in the delivery of the new program. Served 135 students in that program.
- Completed 88 Drug and Alcohol Clinical Interviews to students sanctioned by the Office of Conduct and Community Standards and the Office of University Housing.
- Conducted a national search for a new Substance Abuse Counselor/Psychologist position. Though the search did not result in the position being filled, it helped to clarify, more specifically, what this new position will entail and the requirements for our next search.

Services:

Initial Assessment:

Standard Intake Screenings:

Every student who presents to the UCTC for counseling or referral services completes a brief questionnaire designed to screen for substance use and associated problems.

Alcohol, Marijuana, and Other Psychoactive Drugs:

Of the 1822 students who completed intake forms at the UCTC this year, 40% endorsed concern about their alcohol use, 20% endorsed concerns about their marijuana use, and 5% endorsed concerns about their use of other psychoactive drugs.* (Table 1)

2008-2009 I'm concerned about:	Not at all	"A little bit" to "Moderately"	"Quite a bit" to "Very much"	No response
…my use of **alcohol:**	903 -50%	634 -33%	100 -7%	175 -10%
…my use of **marijuana**	1273 -70%	277 -15%	97 -5%	175 -10%
…how many **psychoactive drugs** I use:	1484 -82%	80 -4%	18 -1%	240 -13%

Table 1 N=1822; Many students endorse more than one of these questions, so numbers do no represent distinct groups

SUBSTANCE ABUSE

Outcome Data: Course Evaluation

Seventy-six (76) percent of students gave the CHOICES program a favorable rating overall. Group discussion, instructors, and information about blood alcohol concentration received the highest ratings for effectiveness. However, the CHOICES Workbook, a core component and evidenced-based practice, received low ratings from students (Tables 4 & 5).

In terms of learning outcomes, students were administered a pre and post test to assess changes in student attitudes about drinking and high risk drinking behaviors. There was a general positive trend toward agreement with statements that reflected lower-risk attitudes about drinking.

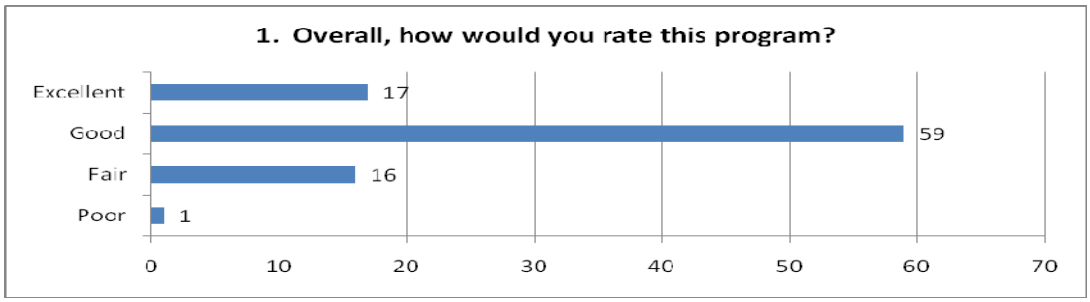


Table 4: Course Evaluation data

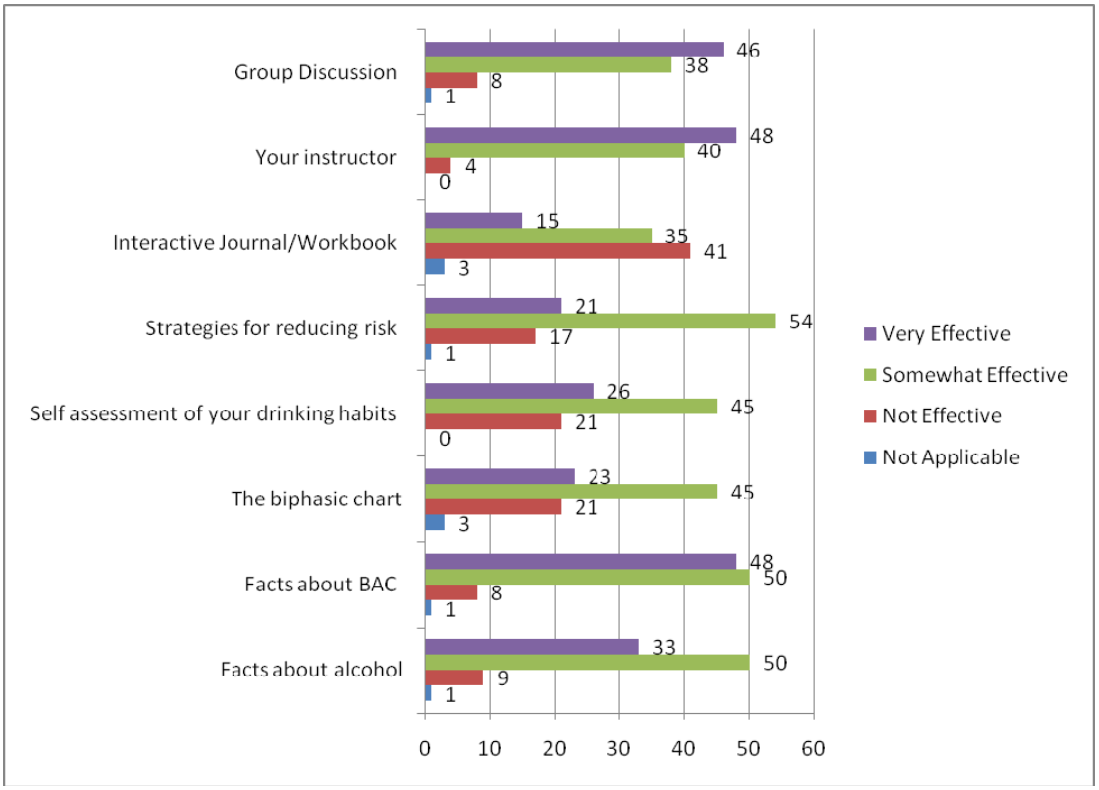


Table 5: Course Evaluation data

We are encouraged by the data and look forward to strengthening our delivery of the program and serving more students in the coming year.

Clinical Services

Self-Help Library

The self-help library continued to be well utilized this year. 20 books were not returned and student account charged; however this number is significantly lower than previous years. Clinicians continue to provide suggestions to update this library to keep it current for our clients. The library is seen as an effective tool to supplement therapeutic work.

CATEGORY	Books checked out		Books available	Percentage checked out	
	2008-09	2007-08		2008-09	2007-08
Relationships	31	42	48	65%	88%
Substance Abuse	4	5	15	27%	33%
Dysfunctional Family	5	10	14	36%	71%
Co-Dependency	6	9	18	33%	50%
ACOA	1	1	11	9%	9%
Sexuality	4	3	17	24%	18%
Gay/Lesbian/Bisexual/Trans	5	4	30	17%	13%
Abuse	9	2	16	56%	13%
Sexual Abuse	6	5	32	19%	16%
Eating Disorders	18	21	48	38%	44%
Discrimination	2	2	12	17%	17%
Homicidal/Suicidal Ideation	2	3	15	13%	20%
Depression	18	15	35	51%	43%
Anger	11	8	17	65%	47%
Anxiety	29	28	50	58%	56%
Academic Concerns	3	4	12	25%	33%
Disability	5	8	13	38%	62%
Grief	11	9	21	52%	43%
Psychosis	3	10	14	21%	71%
Healing	5	10	55	9%	18%
Life Skills	19	23	69	28%	33%
Parenting	0	0	7	0%	0%
Sexual Harassment	0	0	2	0%	0%
Women's Issues	5	2	28	18%	7%
Men's Issues	1	2	10	10%	20%
General	2	5	31	6%	16%
Obsessive Compulsive Disorder	0	1	4	0%	25%
Trauma	0	0	1	0%	0%
	205	232	645	32%	36%

Clinical Services

INVENTORY OF COMMON PROBLEMS	Not At All		A little bit		Moderate		Quite a bit		Very much	
	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08
Feeling depressed, sad, dejected?	192	150	344	258	361	294	493	422	285	285
Blaming, criticizing, or condemning myself?	284	251	341	263	356	277	420	355	272	252
Feeling discourage or like a failure?	315	241	323	282	374	284	410	350	244	245
Suicidal thoughts or concerns?	1231	956	270	224	95	111	43	52	15	29
Depression	2022	1598	1278	1027	1186	966	1366	1179	816	811
Feeling irritable, tense, or nervous?	188	158	345	279	405	361	472	401	267	206
Feeling fearful?	556	427	326	292	310	300	294	244	176	139
Spells of terror or panic?	847	687	294	260	222	208	182	137	129	100
Feeling like "I'm going to pieces?"	554	435	321	260	292	233	289	253	200	215
Anxiety	2145	1707	1286	1091	1229	1102	1237	1035	772	660
Academic problems?	564	445	417	345	289	269	227	199	165	139
Difficulty caring about or concentrating on studies?	369	280	358	238	296	280	333	296	308	295
Indecision or concern about choice of career or major?	626	492	306	287	280	255	259	173	189	194
Feeling like I'm not doing as well in school as I should be?	403	330	306	213	251	223	306	238	406	392
Academic	1962	1547	1387	1083	1116	1027	1125	906	1068	1020
Problems with romantic or sexual relationships?	527	434	316	216	305	240	231	250	276	256
Family problems?	758	592	365	305	240	201	173	161	120	142
Difficulty getting along with others?	921	730	395	247	213	187	86	100	44	35
Feeling lonely or isolated?	370	307	328	260	313	258	364	306	288	263
Interpersonal	2576	2063	1404	1028	1071	886	854	817	728	696
Physical health problems?	960	789	339	282	184	173	106	100	48	45
Headaches, faintness, or dizziness?	904	715	332	314	242	191	123	112	62	58
Trouble sleeping?	478	428	328	235	316	283	296	267	237	86
Eating, appetite, or weight problems?	714	584	347	276	254	237	194	165	132	125
Physical Health	3056	2516	1346	1107	996	884	719	644	479	314
My use of alcohol?	903	776	387	330	247	185	82	65	28	24
My use of marijuana?	1273	1069	194	153	83	81	54	48	43	31
How many psychoactive drugs I use?	1484	1242	59	49	21	26	6	12	12	3
How many prescribed drugs I use?	1276	1108	205	163	60	53	20	10	30	12
Substance Abuse	4936	4195	845	695	411	345	162	135	113	70

Inventory of Common Problems

The ICP is utilized at the initial assessment to help identify concerns and perceived severity at intake. Although the number of students responding to the ICP was higher, the comparison of "Quite A Bit" and "Very Much" response was higher in all categories, but significantly elevated in the areas of Depression(+192), Anxiety (+314), Academic Concerns (+267), and Physical Health (+240). Within the area of Suicidal Thoughts or Concerns we saw a reduction (-23) in student's response to the severity of concern.

This data continues to give us an understanding of the clients' concerns for therapy and provides us with a historical snapshot of issues and concerns

Clinical Services

Group Data:

Dr. Maria Aguirre ran the group program again this year. The UCTC group program offered 16 groups during the 2008-2009 academic year. Of these 16 groups, 13 groups had sufficient members to run(5 psycho-educational groups and 8 process groups).

During the 2008-2009 year, the following groups ran:

1. Depression Management
2. Social Anxiety Management
3. Madskills (Anger Management)
4. My Body, Myself
5. Express Yourself: An Art Therapy Group
6. Eating Disorders Process
7. Grief and Loss
8. Healthy Relationships
9. Men's Group
10. Personal Exploration Group
11. Understanding Self & Others
12. Women's Voices: A Process Group

Additionally, the following groups were offered to students but did not run due to insufficient membership:

- International Students Group
- Coping Skills Drop-In Group
- Anxiety Management Group
- New Directions (Substance Abuse Reduction)

Objectives Accomplished:

- The group coordinator worked with senior clinical staff throughout the year to discuss how to best use staffing resources in providing group clinical services to our students. Particular emphasis was on having consistency in minimum number of group members (5) and not closing groups prematurely.
- In accordance to group data collected in Fall of 2008, groups were renamed to be more appealing to students.
- Groups services were marketed on campus through advertisements in the dining halls and in school newspaper
- Within the counseling center, there was more open communication and flow of information regarding openings/closings of groups through the dissemination of weekly/ biweekly emails with updated group statuses.
- Updated information on group services and added psycho-education on group therapy on the UCTC website

Clinical Services

GROUP SERVICES								
	No. Participants				No. Sessions			
Group Name	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring
Beating the Blues		8	6	3		6	9	9
Express Yourself			7	5			18	18
Healing together		6	7	8		11	27	27
Living with Loss		5	7	6		19	36	36
Madskills			2				45	
Men's Group	1			6	8			45
My Body, Myself		9	13	2		25	54	54
New Directions				1				63
Personal Exploration			6	7			63	72
Social Anxiety		2	6	11			72	81
Summertime Blues	4				14			
Understanding Self		6	6	6		32	81	90
What's Love Got to Do With It?		8	7	7		40	90	99
Women's Voices	5	6	8	8	30	49	99	108
Term Totals	**10**	**50**	**75**	**70**	**52**	**182**	**594**	**702**
Year Total	**Participants:**			**205**	**Sessions:**			**1530**

Future Goals:

Increase and expand group therapy program by:

- Continue expanding marketing and advertising of group services
- Offer wider array of groups, particularly skilled based groups such as a DBT-Skills based group, groups for specific student groups or LGBT support groups, students of color) and specific clinical issues (abuse/assault survivors groups, mood disorders groups.
- Offer multiple groups for groups that filled up quickly (ie: Women's Groups, Older Students Groups)
- Provide professional development/workshops/trainings to staff and trainees on group therapy

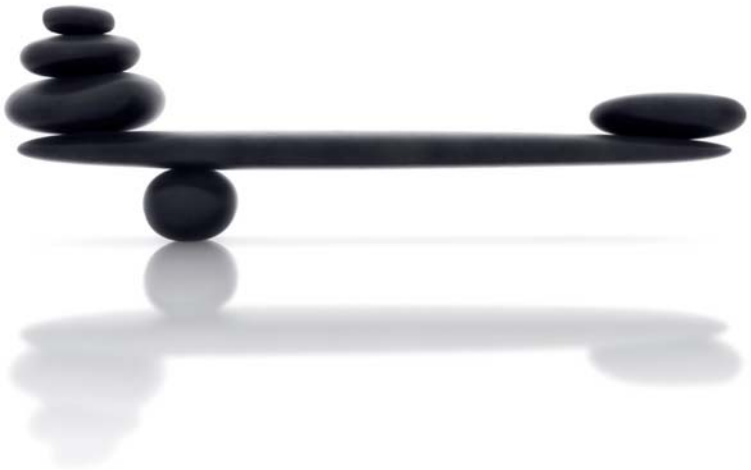
Clinical Services

CLIENT FEEDBACK

The UCTC saw an increase in positive feedback in all categories of feedback this year, in spite of the surge in enrollment which produced a larger than usual waiting list. This year we surveyed 269 clients and had an 89% return. We will continue to look at feedback as a way to assess our services.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

STATEMENT	2008-09	2007-08
Easily able to access services using drop in system	4.35	3.87
Intake counselor treated me with understanding and respect	4.69	4.33
Intake counselor provided immediate assistance & referrals	4.43	4.05
After intake, began ongoing counseling in reasonable time	4.48	4.09
Treated with understanding and respect by ongoing counselor	4.88	4.63
Counseling helped with learning about self	4.37	4.28
Counseling helping resolve concerns	4.21	4.11
Initial symptoms have improved	3.91	3.80
Counseling contributes to ability to stay in school	3.67	3.57
Counseling contributes to academic performance	3.37	3.31
Counseling improving interpersonal skills	3.75	3.73
Counselor is competent and capable of addressing concerns	4.51	4.42
Able to receive number of sessions needed	4.07	3.85
Overall, satisfied with current counseling experience	4.45	4.30
Assured information will be kept confidential	4.59	4.54
Receptionist(s) are friendly and helpful	4.68	4.40
The physical environment is warm, attractive and comfortable	4.45	4.33
The art and magazines represent a diversity of cultures	3.95	3.88
Would not hesitate to refer a friend to Counseling Center	4.51	4.54
Important to provide services offered in Counseling Center	4.83	4.73
Utilized the Self Help Library and found it useful	2.99	2.72



TRAINING PROGRAM

Our training program is aligned with the student affairs core purpose of "transforming and advancing student learning" through our training of psychology students and indirectly through the direct service provided by trainees to UO students. In addition, one component of the UCTC mission is to "train future professionals in the fields of clinical and counseling psychology." In keeping with this mission statement, the UCTC has two separate, but interrelated, training programs: a pre-doctoral internship program fully accredited by the American Psychological Association (APA) and a practicum internship.

Pre-Doctoral Internship Program

The UCTC offers a pre-doctoral internship training program that is accredited by the American Psychological Association. This past year we were successfully re-accredited for seven years. The APA site visitors complimented many aspects of our training program (page 24). The primary goal of the UCTC pre-doctoral internship program is to prepare interns for generalist positions in college and university counseling centers, although our generalist training program also prepares interns for practice in similar agency settings. The internship is a 12-month, full-time, stipend program which integrates developing conceptual knowledge, applied skills, and competence in individual psychotherapy, group therapy, clinical and psychological assessment, crisis intervention, clinical supervision, consultation, and outreach programming. Additionally the training emphasis includes a focus on cultural and individual diversity, professional identity development, and professional ethics and legal issues. Because the purpose of the internship training program is to train generalist psychologists, the program supplements direct clinical work with consultation, outreach programming, psychological assessment, crisis work, teaching, and supervision of doctoral practicum students.

The five 2008-2009 pre-doctoral interns were selected from an applicant pool of over 130 applicants from Clinical and Counseling Psychology national doctoral programs. All interns since 1997 have come from doctoral level programs that are accredited by the American Psychological Association.

The selection process concluded with the Training Director submitting a computerized rank-order list (applicants submitted their rank-order lists as well) in early February, with notification in late February of interns who were matched with our internship program. The internship began August 18, 2008. Interns for the 2008-2009 year were:

Lissa Joy Geiken (University of Oregon)
Anthony Isacco (Loyola University Chicago)
Eric Jannazzo (University of Texas, Austin)
Wei-Chun (Vanessa) Lee (University of Minnesota)
Shannon Young (Iowa State University)

TRAINING PROGRAM

Pre-Doctoral Intern Competency Goals and Learning Objectives

Competency Goal #1: Clinical Skills:

- Interns will obtain basic therapy skills appropriate for an entry level psychologist position at a clinical agency.

Competency Goal #2: Legal and Ethical Issues:

- Interns will behave in accordance with the state legal statues and APA ethical code.

Competency Goal #3: Cultural and Individual Differences and Diversity:

- Interns will obtain skills necessary to become a culturally-competent psychologist.

Competency Goal #4: Providing Supervision:

- Interns will obtain basic supervisory skills appropriate for entry level psychologist position at a clinical agency.

Competency Goal #5: Consultation & Outreach:

- In addition to traditional clinically-oriented psychological services, interns will develop skills toward providing effective prevention-oriented consultation and outreach services within a diverse campus environment.

Competency Goal #6: Psychological Assessment:

- Interns will refine and enhance skills in the administration and interpretation of psychological tests relevant to the work of a university counseling center psychologist.

Competency Goal #7: Receiving Supervision:

- Supervisee will approach supervision in a manner that maximizes the effectiveness of supervision in terms of self awareness and clinical and professional skill development.

Competency Goal #8: Professional Behavior:

- Interns develop professional behavior expected of an entry level psychologist working in a clinical agency.

Competency Goal #9: Interpersonal Functioning: -

- Interns will demonstrate professional interpersonal functioning for an entry level staff psychologist

TRAINING PROGRAM

Competency Outcomes Survey of Former Interns

UCTC Pre-doctoral Psychology Interns from the previous seven years were surveyed using *Student Voice* to assess how effective we were in facilitating interns' competency in the areas identified above. The question posed was "upon completion of the UCTC internship, what level of competency for professional practice would you rate yourself in the following areas during this position?". They had three possible responses; above entry level, at entry level, or below entry level. We received completed surveys from 24 out of 35 possible respondents. The competency areas queried with corresponding responses follow.

COMPETENCY AREAS:	Entry Level		
	ABOVE	AT	BELOW
Professional development/entry level	65%	35%	0%
Professional functioning in an agency setting	74%	26%	0%
Individual counseling skills with an emphasis on brief therapy	79%	19%	2%
Group counseling skills	53%	42%	5%
Clinical intake and diagnosis	93%	7%	0%
Ethical and legal decision making	86%	14%	0%
Crisis Intervention	58%	40%	2%
Individual and cultural diversity awarenss and competency	91%	9%	0%
Outreach programming and consultation skills	56%	42%	2%
Psychological assessment skills	65%	35%	0%
Clinical supervision skills	68%	30%	2%

2009-10 Pre-doctoral Interns Selected

While focusing on the current year's internship experience, the search for the intern class of 09-10 (internship match process described previously) took place from November 2008-February 2009. This was another successful process in that we received approximately 125 applications and matched with highly ranked applicants. The 2009-2010 pre-doctoral interns and their doctoral institutions are:

Krystle Archibald	Colorado State University
Carla Davey	University of Utah
Lisa McCrea Jones	George Fox University
Jon Pertab	Brigham Young University
Chaunce Windle	University of Notre Dame

TRAINING PROGRAM

Services Provided to UO students by Interns in 08-09

While the pre-doctoral internship is designed to be an intensive training program, interns provide a significant portion of the UCTC service delivery. In 2008-2009, pre-doctoral interns conducted 26% of the initial assessments during drop-in hours and 25% of the sessions with ongoing clients, responded to 35% of the crisis calls, and provided 29% of the outreach programs to students and 7% of the outreach to faculty. Interns also co-facilitated the following therapy and psycho-educational groups: Healing Together-Eating Disorders, My Body Myself Workshop, Men's Therapy Group, Grief and Loss, Men's Issues, Choices substance abuse group, MadSkills anger management, and three different relationship groups.

Pre-doctoral interns provided primary supervision to Counseling Psychology doctoral students who were completing an academic year clinical practicum. Their supervision role makes it possible for the UCTC to support the Department of Counseling Psychology's curriculum requirements that include a one-year adult clinical practicum, while also increasing the number of students to whom we can provide clinical services. Feedback from the doctoral students receiving supervision and from Counseling Psychology faculty continued to be very positive this year.

Interns also participated in rotations and outreach opportunities in the campus community. A new highlight in training this year was having each intern participate in a *consultation project* in which they identify key campus colleagues outside of the UCTC to collaborate with. Interns not only developed relationships with the staff and many of the students within these groups, they also assessed counseling needs while sharing educational information. These consultative relationships are significant due to our UCTC trainee staff going to students on campus; students who may not have reached out to us directly in the past. The trainees also obtained information about how the UCTC could be more responsive through focus groups and discussion. A common theme was the importance of reaching out to students in their community spaces on campus. Examples of these projects included:

- An academic class focused on leadership for fraternity men for spring 2009. Consultative relationships were with the Holden Leadership Center and Inter-fraternity council.
- Meeting with student led organizations including ASUO and SAPP and developing an intervention based on compassion-fatigue and stress reduction for these groups. Our group coordinator will be continuing this process.
- Work with the ACCESSIBILITY student group and led several focus discussions asking how the UCTC could respond more effectively to their specific needs.
- Reaching out to the international students, attending international coffee hours, leading group discussions to gather information about the needs of these students and presentation of several workshops to international students.
- Reaching out to the Native American Student Group, attending meetings and community events at the Many Nations Longhouse and developed relationships with both staff and students, presenting information about our counseling and testing services while also gathering information about these students needs.

TRAINING PROGRAM

Following is a list of some of the campus outreach and other liaison activities in which interns were involved:

- Information tables for IntroDUCKtion;
- Resident Assistant *Behind Closed Doors* training
- Co-led *MadSkills* anger management groups for student referred from Conduct or Housing;
- Crisis debriefings after death of student and violence in classroom threat
- UO Crisis Conference: Promoting Positive Masculinity to Decrease Domestic Violence
- *Suicide Prevention* to international students
- *Body Image: Influences and Effects* for Lifeskills class
- *Peer Helping and Basic Counseling Skills* for prospective RA's
- Career Center Presentation on *CIS financial resources*
- Fraternity Men's Health issues
- *Adjustment to a New Culture* for new international students
- *What Is Counseling?* at the International Coffee Hour
- Psychology Peer Advising Seminar: Careers in Mental Health Panel Discussion
- *Coping with Transitions* for International students
- Liaison to the Office of International Affairs
- Participated on the eating disorders multidisciplinary treatment team;
- Liaison to Men's Center
- Attended numerous campus events including LGBT Standing Committee socials, student union open houses, international coffee hours, Weaving New Beginnings, and Take Back the Night

American Psychological Association Site Visitor Report Highlights

"A real strength of the UCTC and the internship program is its commitment to diversity. Intentional action was taken to recruit diverse staff and it is reflected in the make-up of the new hires. Intern classes are also recruited for racial/cultural diversity, sexual orientation and other noticeable characteristics. This area will be discussed in detail in Domain D, but it is worth noting here that individual and cultural diversity is at the heart of everything they do."

"The interns reported that there was a "spirit of multiculturalism" that was ever present. The interns observed staff owning their own growth edges and struggles, and they watched the staff resolve conflicts among themselves around diversity issues. Staff members supported the self-reflection by the interns of their own issues with diverse populations."

"The senior clinical staff are accessible to the interns both in time and in proximity. Both interns and staff reported an open door policy, and the interns confirmed that they felt welcomed when they approached the staff. They reported they felt valued and cared about both professionally and personally. Terms the interns used to describe the staff were: warm, welcoming, nurturing, generous, encouraging, trustful, supportive, and capable. Some staff were viewed as role models for incorporating evidence based practice (EBP) into therapy and supervision, but all staff were seen as extraordinary models for striving to be multiculturally competent. Staff also provide modeling on working with other professionals on campus and on consulting with the campus community about becoming more comfortable with and competent being more inclusive of diversity."

TRAINING PROGRAM

PRACTICUM INTERNSHIP

Program Philosophy

The University of Oregon Counseling and Testing Center subscribes to a practitioner-scholar model of training. The major goal of the practicum internship training program is to provide high quality learning experiences to practicum interns in counseling or clinical psychology.

The primary objectives of this 9-month practicum internship are to train counselors:

1. To learn about the process/basic elements of therapy (rapport-building, relationship development, addressing clients' emotional, cognitive and behavioral concerns, and termination).
2. To broaden exposure to various theoretical orientations in order to improve case conceptualization skills.
3. To increase in-session risk-taking with clients, i.e. "Feel the fear and do it anyway".
4. To increase awareness of issues related to diversity and ethics.
5. To develop skills in conceptualizing and intervening with differing client concerns.
6. To participate in facilitating the growth of peers through support and constructive feedback.
7. To learn to take responsibility for getting training needs met and developing skills related to working with a team of professionals, including seeking out those staff most appropriate for consultation about client issues.

The secondary learning objectives of this nine-month practicum internship are:

1. To learn intake assessment, crisis intervention, and disposition skills.
2. To develop skill in group therapy through observation and possible co-leadership.
3. To learn outreach approaches for prevention on a college campus.

Typically, a practicum intern chooses to focus on one of the secondary options listed above. The skills required for these activities are learned through supervision, practicum seminar, case management team experiences, case presentations, professional development trainings, clinical experiences, and through the trainee's own interactions with staff and peers. The University Counseling & Testing Center has a strong commitment to training new professionals and welcomes student involvement in our center.

Role of Student Learning and Learning Outcomes

The practicum is a nine month/16 hour a week practicum internship which meets the requirements for doctoral level practicum students. The practicum program is an essential part of the UCTC's role in supporting the mission of the Division of Student Affairs to transform student learning. The practicum program provides doctoral-level UO Counseling Psychology students the opportunity to implement theory and skills gained in the classroom into actual practice. The learning outcomes of the student trainees are assessed by both quantitative and qualitative measures. Throughout the academic year, the practicum interns receive both formal and informal evaluation of their clinical skill development and professional identity development. The program is designed to train counselors in the formation of an integrated professional identity, while enhancing basic professional skills for establishing therapeutic relationships, and conceptualizing and providing treatment for a diverse population of students at the University of Oregon.

TRAINING PROGRAM

PRACTICUM INTERNSHIP

Practicum Interns have the opportunity to practice both long and short-term individual therapy with students who have a wide range of concerns and who come from varied backgrounds (i.e., race, ethnicity, culture, etc.). The Counseling and Testing Center is an APA approved training site. Two hours individual clinical supervision, a two hour training seminar, and a clinical consultation team are provided weekly. Primary supervision is provided by pre-doctoral interns. Practicum interns also have ample opportunities to consult with senior staff members on a wide variety of issues. The Center is staffed by twelve senior clinical staff (including psychologists and staff therapists), five pre-doctoral interns from programs nationwide, five psychometrists, and five administrative staff. The center is a very supportive environment to do in-depth training on how to provide therapy. Previous practicum interns have commented on the "family like" and supportive atmosphere.

This year's practicum experience was coordinated by Brian Parks, Ph.D. Practicum Interns for the 2008-2009 year were:

Dave Brule
Brian Jacoby
Cynthia Medina
Cindy Huang
Kate Margolis

Selectively, the practicum interns provided 525.5 hours of therapy during the year. Additionally, they also received training in and experience providing intake assessments. This year's cohort was especially impressive in their ability and willingness to address both personal and cultural influences on their therapy work and professional development.

Internship for the 2009-2010 academic year. Practicum Interns selected for 2009-2010 are:

Leah Barr
Erin Darlington
Kali Lantrip
Christine Ngo
Anya Sheftel

OUTREACH

Website

During the previous year, much emphasis was placed on launching and ongoing development of the UCTC website (http://counseling.uoregon.edu). This effort is consistent with one of the primary goal of UCTC Outreach: to expand the scope of our psychological services for student and the campus beyond traditional counseling and therapy. More specifically, the web can serve as a critical prevention and psycho-educational tool, providing information and assisting students in developing the skills that will help them meet their learning and life goals. As an example, Outreach GTF Gina Prendes-Lintel Furr developed a new section for our website specifically targeted toward veteran students, including information on transitioning to campus and civilian life, tips on identifying stress reactions and panic attacks, and a listing of available campus and community resources.

Between November 2008 and June 2009, the website saw an average of 2000 new visitors to the site each month. The website features information about our staff and how to access services at the UCTC, information about individual and group counseling, a self-help sections covering a range of issues and topics (e.g. stress and anxiety, depression, and sexual assault), information about our nationally-accredited training program, information for faculty and staff (e.g. how to recognize and help students in distress), and information for parents (e.g. copies of past articles from the "Connections" newsletter of the UO Parent Association). Ultimately, we hope the UCTC website can provide quality information about mental health and behavioral issues affecting the college-age population in order to enhance the learning experience for students at the UO. In the future, we hope to continue using evolving technology to help us provide students with tools and skills for both personal and professional life management and development.

Focus Groups for Students of Color

During 2008-2009, Outreach GTF Gina Prendes-Lintel Furr conducted focus groups for students of color as a mechanism for generating feedback about the UCTC and our services. In collaboration with the Jason Rodriguez from the Office of Student Life, several focus groups were conducted with students from the Intercultural Mentoring Program Advancing Community Ties (IMPACT). The overarching goal of these focus groups was to engage in on-going assessment about the accessibility and utilization of our services specifically by students of color and other under-represented groups. In addition, feedback from students will allow us to continue addressing the relevant issues and problems in the campus environment that may impede student learning. The following is a brief summary of the feedback we received.

OUTREACH

Students of Color Focus Group—Feedback:
Focus groups were asked how the UCTC can best meet the needs of students of color on campus by addressing the following questions:

What is the need?
What are the barriers?

Students of color (SOC) greatest need is social support, seen as a preventative and critical factor to positive mental health and adjustment on campus. It was felt that the need for services is likely higher than majority students because they are more likely to be marginalized, targeted, have less social support, have less access to resources (social capital). In addition to having similar needs as majority students (anxiety, depression, etc.), SOC often also have needs around dealing with discrimination, ethnic identity, acculturation, and cultural navigation.

Some of the barriers included a perceived stigma regarding counseling. This may be especially impactful for SOC who have different cultural values around counseling and/or who feel that they must work harder than majority students to "show no weakness" in order to succeed. SOC may need more time to acclimate to counseling and benefit from it, which means that relationship building may be difficult to accomplish in brief model. Counselors need to be aware of specific dynamics of cultural stigmas against counseling, i.e., "model minorities", generational and acculturation gaps in family views of counseling, cultural values of honesty/transparency with parents. A lack of familiarity and relationship with staff was also cited. It seems difficult to hang out and talk with staff casually which makes it harder to build trust.

What we can do…
Students suggested that UCTC staff attend SOC and diversity events and *make our presence known*! We need to communicate our value & interest in diversity and SOC which will build relationships and break down barriers. Counselors can engage in "meet 'n greets" with the student unions to make our faces familiar to SOC on campus and attend more ethnic student union meetings.

It was also suggested that we build an image as being strength-based or growth-oriented as opposed to traditional/stigmatized approach of "fixing". This could include creating a new name or tagline, creating modern brochures with more information about counselors & our commitment to diversity and perhaps using Facebook. Also noted were suggestions to continue to collaborate and strengthen our relationship with other offices SOC utilize *(e.g. OMAS, MCC, the ethnic student unions, ALS)* as these are the places where SOC hear about resources from people they trust.

Provide seminars, workshops, presentations specifically for SOC. Topic ideas include:

- Normalizing counseling
- Introducing the UCTC and our services
- How to connect in college
- Test anxiety
- Relationships
- Depression
- Self-esteem
- Providing information about counseling
- Support group for SOC
- Adjustment to college life
- Anxiety and stress
- How to be thankful
- How to provide support to others

OUTREACH

Collaboration

Another ongoing focus of our outreach and prevention efforts is on cultivating external relationships with other campus agencies, student groups, advocates, and community allies. Examples included collaboration with the:

Health Center	UO Men's Center
Housing and Residence Life	Career Center
Office of Multicultural Academic Success	Academic Advising
Office of Student Life	Holden Leadership Center
Women's Center	Campus Student Groups (MEChA, IMPACT, NASU, ect.)

One particular highlight came when Outreach GTF Gina Prendes-Lintel Furr and Senior Staff Therapist Maria Aguirre were each presented with a service award by MEChA at their end-of-the-year awards dinner.

Other events the UCTC participated in during the 2008-2009 year included the "Behind Closed Doors Training" for new Resident Assistants, the OMAS New Student Retreat and the OMAS Student Leadership Training, the IMPACT peer mentoring program, ASUO's Weaving New Beginnings, the UO Crisis Conference, the Raza Unida Youth Conference, the Men's Center "A Place to Land" event, the Women of Color Retreat, and the Reach for Success Conference.

The UCTC conducted various presentations at these and other events, including providing information about the counseling center, stress management skills, addressing identity development concerns, and teaching basic listening and peer-support skills.

CoDaC

The UCTC continues to work extensively with the Center on Diversity and Community (CoDaC), an interdisciplinary organization committed to promoting research and best practices on issues of cultural diversity, equity, and access.

During 2008-2009, one of our senior staff therapists, Chris Esparza, continued to serve as Staff-in-Residence for CoDaC, helping design and facilitate workshops for administrators and professors in the College of Education, specifically the Special Education and Couples and Family Therapy programs. During the Fall term, Chris co-facilitated a cultural competency workshop for the UO Alumni Center.

In May 2009, CoDaC's recent work culminated into a presentation at the National Conference on Race and Ethnicity entitled "Engaging Students with Diversity Identities: A Faculty Institute." The presentation highlighted the recent faculty institutes conducted here at the UO, noting how the use of readings, discussions, office visits, and role-plays of actual teaching scenarios helped increase faculty participants' awareness, knowledge, and skills around working with complex class-room environments.

OUTREACH

Men's Issues & UCTC/UO Men's Center Collaboration

Recognizing that college men have many needs but are reluctant to seek traditional services, the UCTC continued it's collaboration with the Holden Leadership Center to offer supervision to the Men's Center. Jon Davies, UCTC Staff Psychologist served as supervisor and advisor to the Center.

The UCTC supports the UOMC mission to promote a safe campus climate conducive to learning through its Madskills class and sexual assault prevention programs, by providing learning opportunities for students to increase their awareness of how their gender socialization affects their own emotional expression including aggression, help seeking and drug and alcohol use, and leadership, and by providing training for student service professionals and students being trained in the helping professions concerning male socialization and strategies to engage college men in difficult dialogues.

Of the five programs supported by the Men's Center, two were developed and run by staff from the UCTC:

- **The Fraternity Leadership Class**. The purpose of the class was to provide training to emerging fraternity leaders to help them live up to the ideals of their fraternities.

- **The Madskills Program.** Madskills continues to be a valuable, ongoing service for college men who are referred from the Student Conduct Office. The purpose of the class is to teach emotional regulation and life coping skills by exploring how the male socialization process and gender role expectations affect men's conduct and help seeking behavior.

Leadership Development in Fraternal Organizations

To develop innovative programming for college men, an underserved population at the UO campus, the UCTC collaborated with Greek Life, the UO Interfraternity Council, the Holden Leadership Center, and UO Men's Center to develop leadership training for fraternity men. This intervention was based on the premise of a former UO Greek Advisor, that fraternity leaders are often aware of brothers who are higher at risk for negative behavior, e.g. drug and alcohol abuse, sexual assault, and other forms of aggression, but may lack the skills, confidence and support to address these concerns. Anthony Isacco, UCTC predoctoral intern, spearheaded the year long process of developing, implementing, and evaluating the intervention. Anthony and Jon Davies, Staff Psychologist, collaborated with Brian Jacoby, Men's Center Director, John Duncan, Director of the Holden Leadership Center, Amy Long, Greek Life Advisor, and the UO Interfraternity Council. The fraternity project began in Fall Term with a focus group that assessed the needs of fraternities, built rapport with fraternity members, and gained valuable feedback about the content, audience and structure of the intervention. On the basis of this feedback it was decided to offer a 2 credit class focused on immerging leaders in the Greek system.

Leadership Development in Fraternal Organizations—continued

The purpose of this class was to teach fraternity men the conceptual knowledge and practical skills to become more effective leaders and how to apply these skills in their fraternity. In addition, this class examines the unique influence that gender norms may have on leadership development among fraternity men.

COURSE OBJECTIVES

1. To understand your own strengths, abilities, skills, and weaknesses as a leader and how to effectively manage those in a variety of situations.
2. To become aware of gender norms that may act as a barrier or enhancer to effective leadership development.
3. To learn different conceptual models of leadership in order to explore a "goodness-of-fit" for your leadership style and organizational needs.
4. To learn, practice, and further develop leadership skills that can be applied to an array of situations and issues that commonly arise in fraternities.
5. To facilitate increased inter-and-intra-fraternity support and consultation among fraternity men through their leadership development.
6. To facilitate men to live healthier lifestyles.

EXPECTED LEARNING OUTCOMES

1. Fraternity men will learn leadership models and skills that emphasize delegation, power sharing, consultation, and positive motivation to increase involvement of others.
2. Fraternity men will gain an increased knowledge of their self as a leader, including a better understanding of their leadership style, strengths, and growth areas.
3. Fraternity men will learn how masculine gender norms may enhance or hinder their leadership attitudes, behaviors, and skills.
4. Fraternity men will deepen their ability to be leaders that align their fraternity mission statement with fraternity-based actions, programs, and activities.
5. Fraternity men will learn consultation and supportive skills that will enable them to give and receive support between fraternities and to utilize other campus support systems.

The class involved training on multiculturalism, men's health, conflict resolution, delegation, and ways to lead one's chapter to more closely align with the fraternity's mission. Class assignments gave men opportunities to assess their perceived strengths and weaknesses as leaders, reflect on how their socialization as men may affect their leadership style, and provided opportunities to collaborate with men from other fraternities on socially relevant campus projects. One of the projects, for example, involved fraternity men developing and implementing a peer lead program on men's health to the campus community.

Leadership Development in Fraternal Organizations—continued

Class evaluations revealed that over 80% of the students felt the class was helpful in understanding their strengths as leaders and 2/3 of the students felt that the class helped them develop skills to lead men to lead healthy lives. Specific results and outcome of the class included closer relationship between fraternities, and between fraternities and the UOMC and UCTC. Class instructors noticed an increase in class members help-seeking during and after the class. One of the class members invited the instructors to present to his chapter on college men's health issues. Another student led his fraternity efforts to co-sponsor a major sexual assault prevention intervention on campus. The class was such a success that it has been scheduled to be offered again during the spring term of 2010. Additionally, a research project is in progress to further assess the impact of the class upon these future leaders.

Madskills Program

The Madskills program continues to be a valuable, ongoing service for college men. This innovative program is a collaborative effort between the Student Conduct and Community Standards Office, UO Men's Center and the University Counseling and Testing Center. The class serves men who are referred from the Student Conduct or Housing offices for conduct violations. The purpose of the class is to teach emotional regulation and life coping skills by exploring how the male socialization process and gender role expectations affect men's conduct and help seeking behavior. The class structure and content is constantly evolving and one of the ways the class has changed is the new focus on the concept, possible masculinity. This concept encourages college men to focus on the kind of man they want to be in the future and how to overcome the barriers to reach that ideal. In addition to being a valuable service, Madskills provides training opportunities advanced counseling students in group facilitation, teaching, and designing and implementing innovative interventions with college men.

The five week class was offered Fall, Winter, and Spring terms of the 2008-2009 academic year by Brian Jacoby, Men's Center Director &UCTC Practicum Intern; Anthony Isacco, Pre-doctoral Intern; and Jon Davies, UCTC Staff Psychologist. Approximately 20 students completed the program this year. UCTC staff have observed an increase in utilization of counseling services by Madskills graduates. This program has gained national attention through presentations at the American Psychological Association, Association for Student Judicial Affairs, and the American College Personnel Association.

UCTC Staff provided the following presentations on Men's Issues:

Isacco, A., Davies, J., Jacoby, B.P., & Phan, J.L. (August, 2009). *Promoting positive masculinity among fraternity men: The Men's Center approach.* Symposium to be presented at the 117th Annual Convention of the APA. Toronto, Canada.

Davies, J., Jacoby, B.P., & Isacco, A. (May, 2009). *University of Oregon Men's Center: Building community to promote positive masculinity.* Presentation at National Association of Student Personnel Administrators 2nd Annual Conference on College Men. University of Pennsylvania, PA.

Jacoby, B.P., Isacco, A., Brule, D., & Davies, J. (February, 2009). *Preventing Male Violence by Promoting Positive Masculinity.* Presented at "It Takes a Village: A Community Approach to Crisis Intervention." University of Oregon Annual Crisis Prevention Conference, Eugene, OR.

Land, L., Gonzales, G., Davies, J., & Jacoby, B.P. (August, 2008). *University of Oregon Men's Center: Interventions in action and their effects upon college men's identity.* Presented at the 116th Annual Convention of the APA. Boston, MA.

Fraternity Presentation, College Men's Health, Spring 2009, Presenters: Anthony Isacco and Jon Davies

OUTREACH

Oregon College and University Suicide Prevention Project (OCUSPP)

The Suicide Prevention Project has undergone a transition this year. Our federal grant ended in September 2008, and moved toward university and college support. Counseling Center staff has continued to provide leadership to the statewide organization during this transition. We have expanded our consortium's membership this year. While two state schools withdrew from the project, primarily for staffing and financial reasons, we successfully recruited three private colleges and universities to join the effort. The level of continued and new support is notable in light of recent economic challenges to higher education funding.

To make the transition to a university and college supported consortium, we worked with UO contracting officers to develop a Memorandum of Understanding. We expect this MoU will be signed by the member schools during the summer of 2009. The consortium held three face-to-face meetings during the past year in order to welcome our new members, refine our collective vision, engage in strategic planning and support each other's work at the campus level. During these meetings, we met with three vice-presidents for student affairs to listen to their concerns and further enlist their support.

Our work in tacking suicide risk reduction as a statewide coalition of colleges and universities is a unique effort nationwide. Oregon is at the forefront of such collaborations. To share our work with others and hopefully to inspire other states and regions to follow suit, UO counseling staff presented at the national NASPA conference in Seattle in March '09.

Over the years, UCTC has cultivated an interdepartmental team of UO staff and faculty who provide suicide prevention training to the campus. In order to brush up on and enhance their knowledge and skills, we enrolled fourteen of these trainers in ASIST Training Spring term— a two-day training that teaches participants how to competently and confidently intervene with at-risk students. Feedback from those who attended this training was very positive. In the aftermath of this training, this group is reworking its format and approach.

At the University of Oregon, we continued to train and educate faculty, staff and students in how to recognize signs of suicide and depression and how to effectively intervene with at-risk students.

During 2008-09, we:

- Trained 110 Residence and FIG Advisors
- Assisted in an ARMY suicide training for 60 ROTC recruits
- Offered a suicide prevention seminar to composition GTFs
- Trained small group of facilities recycling supervisors
- Trained a class of 80 FHS students
- Trained a small group of ASUO staff

OUTREACH

Eating Disorders Team

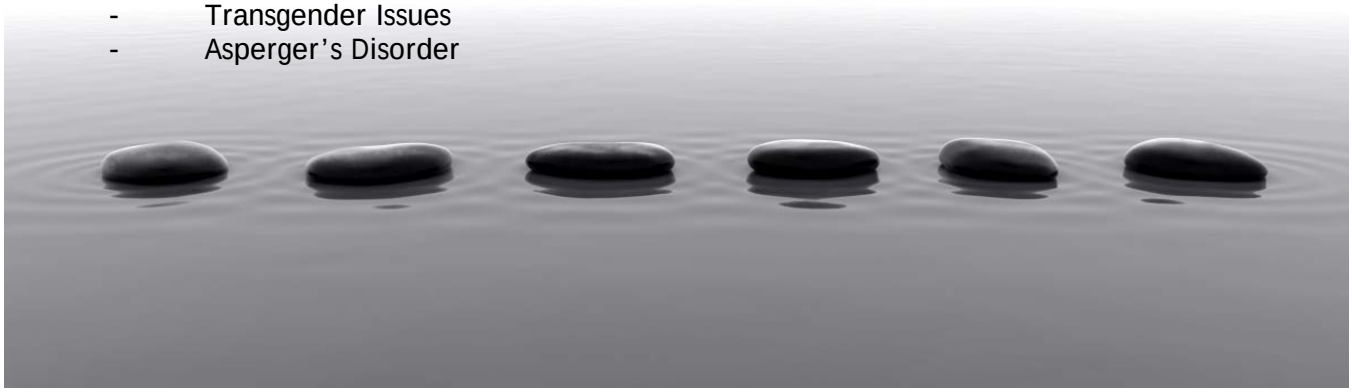
UO offers a team approach to working with clients experiencing eating disorders. The team was led by Dr. Feliza Guidero and consists of members from the following disciplines: Psychology, Medical, Nutrition and Exercise. A comprehensive approach seems to be the most beneficial to clients because it maximizes services and support. The team shares information about eating disorders treatment from their respective disciplines. Dr. Guidero initiated increased sharing of respective professional expertise regarding eating disorders treatment. For example, Dr. Guidero and Diana Peña, Eating Disorder GTF, presented on *working with students of color with eating disorders* to the treatment team. The treatment team also invited representatives from the local residential treatment program, Rain Rock, to present to selected UHC and UCTC clinicians.

PROFESSIONAL DEVELOPMENT

The UCTC hosts several professional trainings for its clinical staff each year, in order to help keep staff abreast of developments in the field and facilitate their maintaining licensure. Often during the summer, we will collaborate with counseling staff from OSU to jointly sponsor an all-day training event. In addition to in-house events, several UCTC staff attended a Higher Education Summit on Veterans issues as well as a training on suicide assessment and intervention held at LCC.

During 08-09, UCTC held trainings on the following topics:

- Risk and Threat Assessment
- Psychological Ethics
- Multicultural Supervision
- Dialectical Behavioral Group Therapy
- Transgender Issues
- Asperger's Disorder



TESTING

2008-09 was a year of growth for the Testing office:

- Testing Office volume increased over the 2007-08 academic year by 10%
- Testing Office income increased by 14%
- An agreement was fashioned with ETS on a shared space proposal representing the culmination of a several year long discussion and negotiation over multiuse of testing space.
- Solidifying of the relationship with Disability Services coupled with a 58% increase in the number test proctored for UO students with documented disabilities.
- Collaboration with the AEIS (Academic English for International Students) to research and pilot a new AEIS placement instrument
- Addition of a new staff position
- Participation in the Student Affairs strategic planning process

The 2008-09 year saw an increase in the number of tests administered through the Testing Office. The total number of tests administered in the 2008-09 academic year was 16,140, an overall increase of 10% (1453) over the 14,687 tests administered in the 2006-07 academic year. The increased numbers are partially attributed to the increased enrollment experienced with the class entering Fall 2008. This increase impacted placement testing volumes for both IntroDUCKtion (+ 26%); 1921 in 2007, 2417 in 2008; and Week of Welcome (+70%); 342 in 2007, 582 in 2008. In addition to increased numbers, there was also a significant increase in income. Testing Office income grew from $131,832.94 in 2007-08 to $150,690.27 in 2008-09, an increase of $18,857.33 (14%).

The Testing Office has continued its collaboration with the Disability Services Office in the area of accommodated classroom testing. This service has grown 58% from 626 in 2007-08 to 986 in 2008-09. A new exam request process was launched Spring term 2008 and over the past year the Testing Office staff has worked with Disability Services Office to define procedures, improve communication, and refine the exam request process. Communication and coordination between the two offices continues to improve and the process for requesting and receiving accommodated classroom testing is proving to be much easier for students and faculty. Testing Office and Disability Services staff met and discussed the future of this process, coming to the conclusion that a good foundation has been laid. The Disability Services Office has agreed to fund a portion of a Testing Office staff position (.25 FTE) in return for the commitment by the Testing Office to be the first option for the scheduling of accommodated classroom exams.

During this year the Testing Office underwent a reevaluation of its GED testing program. As a consequence, the decision was made to negotiate an end our onsite GED testing for Lane County Adult Corrections and to cut back on the number of "independent" GED test candidates testing through our office. This decision was based on both financial (LCAC) and work load (Independents) considerations. In making this decision we were able to assist with the transition of this portion of our GED testing program to the Lane Community College Testing Office.

TESTING

Special Projects

- Assisted the Office of Academic Advising with a survey to get student feedback on their experience with the services and staff in the Office of Academic Advising. This involved consultation on survey questions, creation of a scannable survey, followed by the scanning and collation of data into usable Excel files. 487 students responded to this survey.

- Worked with the staff of the AEIS program to assist with their research and selection of a new placement instrument for the AEIS program. After some consideration and discussion, the AEIS faculty has selected the College Board's ACCUPLACER placement testing system. Piloting was done at the end of Spring term 2009. Full implementation will begin with Fall term 2009.

- Although somewhat diminished, continued support to the Oregon University Suicide Prevention Project – survey form creation, scanning and database creation.

- Assisted the Japanese language program, using their placement test to evaluate student performance at the end of the summer term for JPN 103, 203, and 303. Total number of students involved were 38.

- The Testing Office was approached by a representative of the Queretaro study abroad program and asked to assist with providing students with information about the program. We agreed to do this as part of the Spanish placement testing process. Appropriate students were given information about the program along with their placement testing results.

- Met with undergraduate advisors from Romance Languages to discuss CLEP and placement testing issues; provided access and information about the web version of the currently used BYU CAPE language placement exams for their consideration; expanded this opportunity to AEIS as there are ESL placement exams that are part of the WebCAPE package.

- Concluded a several year negotiation with ETS over the shared use of the testing room that was originally developed for ETS computer based testing. This negotiation resulted in the creation of a formal agreement outlining the operational and technical requirements of what is being called "shared space".

- Throughout the year, Testing Office staff has had to keep current with required test administrator certifications. This has required webinar trainings followed by successfully passing certification exams.

- Testing Office staff has been involved in the ongoing strategic planning discussions and process within the Division of Student Affairs and UCTC.

- Approval was sought and received for the creation of a new staff position in the Testing Office. In Jan. of 2009, Raphelle Allison joined the Testing Office staff, coming to us from the Registrar's Office.

- The Testing Coordinator was part of a panel presentation at the 2008 National College Testing Association conference in Baltimore MD. The presentation titled "Handling the uncertainties of testing students with disabilities" was a PowerPoint and panel presentation with 3 others on the issues and challenges associated with providing testing services for students with disabilities.

- A new English language admissions exam (PTE: Pearson Test of English) has been developed by Pearson with the support and involvement of the Graduate Management Admissions Council. The Dean of the Business Graduate Programs recommended to that this test be used as an alternative to the TOEFL for the LCB graduate programs. As this program is available internationally, the Testing Office determined that they would be able to deliver it. This test will provide for the LCB admissions committee a digital speech sample of each candidate as part of the test score. This request has been approved the use of the PTE as an admissions test for the LCB graduate programs. Wider use of the test at UO is a possibility if this first application is successful.

TESTING

TESTING SERVICES	Summer	Fall	Winter	Spring	TOTAL
PLACEMENT TESTS					
Math Placement	1464	557	152	135	**2308**
WR Waiver	0	35	43	32	**110**
Japanese	96	45	15	7	**163**
German	63	28	7	7	**105**
French	222	65	13	10	**310**
Chinese	21	17	5	5	**48**
Spanish	723	210	54	67	**1054**
LANGUAGE PROFICIENCY EXAMS					
AEIS Writing	9	189	74	63	**335**
AEIS Listening, structure	18	388	158	134	**698**
UNDERGRAD. ADMISSIONS TESTING					
Institutional SAT	0	0	1	0	**1**
Institutional TOEFL	106	150	146	150	**552**
HEP	10	170	204	191	**575**
LCAC	73	77	54	28	**232**
Options	70	211	268	369	**918**
Independent	405	205	98	70	**778**
UO STUD. SERV. DEPT. TESTING					
ADA/Disability Services	48	256	358	324	**986**
Psychological Testing	0	4	6	0	**10**
COMMUNITY TESTING					
Building Codes	40	30	19	25	**114**
Indep. Exam Proctoring	104	146	140	131	**521**
Pesticide Testing	49	79	76	80	**284**
Tax Board	3	44	17	25	**89**
NATIONAL TESTS					
ACT	0	0	0	27	**27**
ASE	0	93	0	134	**227**
CBEST	96	169	71	180	**516**
DANTES	1	4	0	0	**5**
GRE	0	57	0	10	**67**
LSAT	0	158	34	82	**274**
MAT	11	15	24	18	**68**
MPRE	34	55	78	0	**167**
NARM	20	0	8	0	**28**
ORELA	117	235	174	314	**840**
PCAT	5	10	1	0	**16**
PRAXIS	446	122	360	378	**1306**
SAT	0	1	0	129	**130**
OTHER	2	10	1	0	**13**

TESTING

Testing Stats:

TESTING SERVICES	Summer	Fall	Winter	Spring	TOTAL
CBT/iBT TESTING					
ACT CBT	36	30	21	16	**103**
Castle Worldwide	0	6	8	13	**27**
CLEP	10	42	26	33	**111**
GRE	156	499	157	98	**910**
MCAT	54	0	10	1	**65**
PRAXIS	34	22	37	26	**119**
TOEFL	34	84	48	34	**200**
KRYTERION	7	4	0	0	**11**
TSA	0	0	0	0	**0**
OTHER PAN	31	27	24	39	**121**
GMAT	40	25	67	47	**179**
VUE	159	100	57	103	**419**
CBT Quarterly Total	**561**	**839**	**455**	**410**	**2265**
QUARTERLY TOTALS	**4817**	**4674**	**3114**	**3535**	**16140**

The testing office staff has finally balanced FTE and workload with 3.0 Classified and 1.0 Officer of Administration. David Espinoza heads up the coordination of this program with assistance from psychometricians, Beki Holbrook (1.0 FTE), Raphelle Allison (1.0 FTE), Jenny Rouch (.5 FTE) and Lisa Montgomery (.5 FTE). Because of the stabilization of staff to workload, David was able to allocate more time connecting with academic departments to offer services to help make their work more efficient.

The increase of 1,000 tests from 07-08 and the latest increase this year of over 1,400 test administration was also followed by an increase in revenue. Our focus continues to be service and support to our campus community however most of the revenue is from community testers who help support the testing operation. At the end of this year we were informed of an approved increase in our matriculation money. This funding, plus the revenue generated by paying customers, does not yet cover expenses; however we are moving in a more positive direction.

RESEARCH

The Counseling & Testing Center conducted our yearly research project, which started in 1993, during the week of February 23-27, 2009. This project examines therapists' assessment of ongoing clients issues and concerns. Each clinical staff member completed a form to identify their individual and group clients' issues and symptoms. Clinicians were then asked to identify the most pressing concern and then rate the level of severity.

We continued to see Academic and Career Concerns along with Stress and Developmental Issues as the most common issues. We again saw Anxiety and Depression as the most common symptom and the most pressing. Our survey was 60 fewer clients than last year and, although most of the percentage of clients presenting with issues remained fairly consistent, we noted

A slight decrease in:

ISSUES

- ADHD/LD
- Development Issues
- Physical/Sexual Abuse/Harassment

SYMPTOMS

- Anxiety
- Mania
- Suicidal Ideation
- Suicide Attempt

And a slight increase in:

ISSUES

+ Academic Concerns
+ Career Concerns
+ Developmental Concerns
+ Stress
+ Trauma
+ Relationship Problems/Family of Origin

The level and severity of client issues moved from 29% of our clients presenting with severe levels the previous year to 19% this past year. Outcome of that study and the comparison to last year follows on the next page. Percentage of Clients was based on issues or symptoms, not on the most pressing issue or symptom.

WINTER RESEARCH PROJECT

February 23 through 27, 2009	2009 Totals		2008 Totals		Percentage of Clients	
	Issue	Most Pressing	Issue	Most Pressing	2009	2008
ISSUES						
Academic Concerns	**189**	**23**	210	42	**54%**	**51%**
ADHD/LD	41	6	66	14	**12%**	**16%**
Career Concerns	**112**	6	112	12	**32%**	**27%**
Cultural Concerns	63	4	72	7	**18%**	**18%**
Death	44	9	46	14	**13%**	**11%**
Developmental Issues	**119**	**16**	165	21	**34%**	**40%**
Gambling	0	0	5	1	**0%**	**1%**
Gender Identity	6	1	8	2	**2%**	**2%**
Health Concerns	60	9	76	12	**17%**	**18%**
Internet Use	3	0	8	0	**1%**	**2%**
Legal/Conduct/Mandated	6	3	15	3	**2%**	**4%**
Physical/Sexual Abuse/Harassment	26	6	50	4	**7%**	**12%**
Racism	12	0	16	2	**3%**	**4%**
Sexual Assault	24	6	16	3	**7%**	**4%**
Sexual Orientation	18	3	20	3	**5%**	**5%**
Stress	**214**	**31**	225	45	**61%**	**55%**
Trauma/Recovery	79	**25**	88	30	**23%**	**21%**
Relationship Problems*						
Family of Origin	140	40	131	18	**40%**	**32%**
Current Family/Couples/Partners	121	61	134	50	**34%**	**33%**
Faculty	7	0	4	0	**2%**	**1%**
Addictive	12	1	13	2	**3%**	**3%**
Friends/Peers	83	26	90	20	**24%**	**22%**
Other	*11*	*0*	16	8	**3%**	**4%**
SYMPTOMS						
Anxiety	**235**	**102**	287	136	**67%**	**70%**
Depression	**248**	**123**	288	130	**71%**	**70%**
Dissociation	15	0	20	9	**4%**	**5%**
Eating Disorder	42	8	45	15	**12%**	**11%**
Mania	5	1	39	20	**1%**	**9%**
Sexual Dysfunction	8	1	11	1	**2%**	**3%**
Somatization	4	0	10	0	**1%**	**2%**
Substance Abuse	47	15	58	18	**13%**	**14%**
Suicide Attempt	7	1	26	6	**2%**	**6%**
Suicide Ideation	48	3	94	2	**14%**	**23%**
Thought Disorder	7	4	13	2	**2%**	**3%**
Violent Behavior	10	1	8	1	**3%**	**2%**
Violent Ideation	5	0	12	1	**1%**	**3%**
AXIS II	**2009**		**2008**		**AXIS II**	
Paranoid/Schizoid/Schizotypal	4		4		**1%**	**1%**
Antisocial/Borderline/Histrionic/Narcissistic	14		19		**4%**	**5%**
Avoid/Depend/ObsComp/PassAgr/PerDis	11		6		**3%**	**1%**
LEVEL	**2009**		**2008**		**LEVEL**	
Mild	114		124		**32%**	**30%**
Moderate	172		168		**49%**	**41%**
Severe	65		119		**19%**	**29%**
GENDER	**2009**		**2008**		**GENDER**	
Male	130		151		**37%**	**37%**
Female	220		257		**63%**	**63%**
Trans	1		3		**0%**	**1%**

Client Profile

CLIENT CHARACTERISTICS						
	2008-09		2007-08		2006-07	
	UCTC	UO	UCTC	UO	UCTC	UO
Total Population Served	1836	20829	1530	20376	1537	19552
Average Age (Years)	22.5	21.2	22.9	23.4	23.0	23.8
SEX						
Female	61.39	51.2	61.2	52.2	66.4	52.8
Male	38.22	48.8	38.6	47.8	33.5	47.2
Transgender	0.11	NA	0.2	NA	0.14	NA
CLASS						
Freshman	20.42	25.3	20.52	21.7	17.6	21.5
Sophomore	16.39	17.1	17.84	17.1	16.7	17.2
Junior	20.75	18.2	20.13	18.2	21.9	18.9
Senior	22.98	22.7	23.79	22.4	23.6	25.1
Graduate	15.96	16.3	15.56	17.4	23.9	17.3
Not Enrolled	0.06		0.98			
Not Reported	2.29		1.18		2.9	
CREDIT HOURS						
Average Hours	13.4		13.0	12.75	13.1	14.2
COLLEGE						
Architecture/Allied Arts	8.57	7.7	9.22	7.6	8.4	8.0
Arts & Science	56.56	58.9	58.5	51.6	54.3	55.3
Business	11.04	8.3	10.7	12.2	10.6	13.8
Education	6.21	5.8	6.41	7.1	6.3	7.2
Journalism	8.07	3.4	7.12	6.6	5.9	7.3
Law	3.62	3.7	3.07	2.5	3.9	2.8
Music	2.64	5.8	2.42	2.1	3.2	2.4
Undecided/Unclassified	0.6	6.3	0.59	0.1	0.52	0.1
Unknown	0.82		0.65		1.17	
ETHNIC BACKGROUND						
Asian/Pacific Islander	4.01	6.5	4.44	6.0	4.6	5.0
Black/African/American	1.15	1.8	1.57	1.7	0.9	1.4
Caucasian	57.22	77.5	70.26	73.7	72.7	62.5
Hispanic/Chicano	2.47	3.9	2.03	3.6	2.5	2.9
Native American	0.66	1.2	0.78	1.2	1.3	1.0
Multi-Ethnic	4.67	2.8	5.95	2.1	5.4	1.6
International Students	3.02	6.0	3.4	5.8	3.3	4.9
No Response	26.8	5.9	11.57	5.9	9.3	3.6

CLIENT CHARACTERISTICS						
	2008-09		2007-08		2006-07	
Previous Counseling	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
UCTC	21.75	60.13	20.39	50.1	21.0	59.2
Elsewhere	29	48.87	30.39	42.88	29.1	48.2
Currently taking meds	24.38	75.62	23.86	76.14	24.9	75.1
Consent to record	59.86	40.14	56.99	43.01	58.0	42.0
HEALTH INSURANCE						
Student Health Insurance	8.8		7.2		10.2	
GTFF Health Plan	4.7		4.9		6.0	
Parent's Plan	10.7		12.2		27.0	
Own Plan	0.0		0.0		3.1	
Therapy Covered	15.1		14.1		13.4	
None	14.2		17.1		17.6	
Single	46.35		54.3		54.7	
Married	3.19		4.58		5.9	
Partnered	4.34		6.21		5.8	
In Relationship	17.6		21.4		22.9	
Separated	0.71		0.78		0.8	
Divorced	1.04		0.92		1.2	
Widowed	0.16		0.13		0.3	
Not Reported	26.61		11.69		8.4	
VETERAN STATUS	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
Served in Armed Forces	1.2	98.8	1.8	98.2		
In Combat Zone	0.3	99.7	0.4	99.6		
TYPE OF REFERRAL (c/be more than 1)						
Self	0		0		0.1	
UCTC Client	1.25		1.5		2.5	
Friend	18.36		19.54		22	
Spouse/Partner	3.76		4.97		5.4	
Resident Assistant	2.23		3.07		2.1	
Faculty	8.82		8.04		2.9	
Parents	15.31		13.2		14.4	
Academic Advising	3.43		6.59		4.1	
Health Center	14.76		13.01		15.6	
Orientation/Registration	1.14		0.85		1.3	
Other	21.3		19.22		24.5	
CURRENT RESIDENCE						
Residence Halls	15.2		20.07		17.1	
Sorority/Fraternity	2.78		2.61		2.3	
Off-Campus, alone	10.35		13.86		14.9	
Off-campus,w/spouse/partner	6.59		7.84		9.4	
Off-campus, w/roommate(s)	29.25		34.64		35.3	
Off-campus, w/parent(s)	2.02		1.24		2.4	
Off-campus, partner/children	1.2		2.09		2.4	
Off-campus, single parent	1.31		1.37		1.5	
Off-campus TOTAL	**53.5**		**61.0**		**85.3**	
Not reported	31.3		16.3		14.7	

CLIENT PRESENTING ISSUES

CLIENT CONCERNS	Family of Origin		Current Family		Both Families	
STATEMENT	**08-09**	**07-08**	**08-09**	**07-08**	**08-09**	**07-08**
Can't talk about personal issues	12.6	15.2	4.7	4.3	6.0	6.3
Relationship not satisfactory	12.1	13.5	4.6	5.5	4.2	4.7
Family not emotionally close	12.0	14.2	4.0	4.1	4.0	3.8
Family history of: Counseling	17.0	17.8	7.2	7.2	5.9	5.8
Hospitalization	7.5	6.9	2.5	1.7	2.3	2.3
Alcoholism	21.8	21.1	4.3	4.7	5.7	5.8
Abuse	9.5	10.1	2.1	2.4	1.6	2.0
Depression	25.8	25.9	7.5	6.0	8.2	8.4
Eating Disorders	5.2	5.4	1.8	2.2	1.4	1.7
Poor Communication	17.3	16.8	5.5	6.1	4.9	6.0
Physical Violence	6.3	7.8	1.1	1.5	1.1	0.9
EATING CONCERNS			**UNWANTED SEXUAL EXPERIENCE**			
Dissatisfied w/appearance	24.8	27.8	Recently		1.9	2.6
Tried to control weight with:			In the past		15.6	17.1
Vomiting	6.0	7.5	Rape		2.9	3.7
Not eating	13.5	15.5	Date Rape		2.2	2.5
Diuretics	1.1	1.4	Incest		0.9	1.2
Laxatives	2.7	2.8	Sexual Assault		3.9	4.1
Diets	15.6	19.2	Other Sexual Exp.		2.7	1.6
Excessive exercise	9.1	9.9	**CULTURAL CONCERNS**			
Past weight control	8.0	8.1	Overall		**13.8**	**15.0**
RECENT PROBLEMS WITH:			*Ethnicity*		*22.4*	*29.0*
Sleeping	50.3	52.6	*Culture*		*31.5*	*39.5*
Mood shifts	46.8	50.0	*Racism*		*46*	*31.5*
Concentration	52.7	56.9	**RELATIONSHIP**			
Appetite	28.4	29.2	No close friends		18.6	20.2
Headaches	24.4	25.0	Social life not satisf.		33.3	36.6
Weight gain/loss	19.7	22.0	Relationship ending		5.9	6.6
Anxiety	62.6	62.6				

ALCOHOL/DRUGS	08-09	07-08
Usage <1x/wk	31.6	30.6
Usage >1x/wk	28.5	28.3
Result of Use:		
Traffic/ticket violation	5.7	4.0
Ruined Relationship	6.4	4.9
Black-outs	13	11.7
Fights w/friends	8.4	6.9
Academic Problems	11.1	11.2
Difficulties w/memory	14	12.8
OTHER CONCERNS		
Difficulties w/emotions	29.1	29.7
Don't handle anxiety well	45.9	43.2
Anxious occasionally	23.9	24.0
Anxious continually	21.8	22.1
Thoughts harm or kill self	11.7	14.4
Tried kill/seriously harm self	5.12	7.3
Often get extremely angry	14	13.4
Act in violent way	7.6	7.7
Physically harm/hurt others	2.4	2.8
Partner/family violent to self	6.6	10.2
Hear strange voices	1.3	1.4
Don't know where your are	1.6	1.6
Sprituality concerns	8.6	10.9
Health concerns	8.8	8.8
Academic problems	28.4	30.4
Permanent disability	3.3	3.0
Recent loss/death	7	7.0

Client Issues Addressed

The table shows three years data of counselor identified issues they dealt with during the course of therapy. At termination and close of file, they are asked to indicate issues that were addressed.

ISSUE	08-09		07-08		06-07	
Academic Concerns	407	25%	412	25%	413	20%
Alcohol Abuse	158	10%	173	10%	211	10%
Conduct	88	5%	80	5%	71	4%
Drug Abuse	123	8%	110	7%	143	7%
Eating Disorder	97	6%	96	6%	132	7%
Family Violence	37	2%	48	3%	73	4%
Harassment	13	1%	10	1%	18	1%
Partner Violence	23	1%	42	3%	47	2%
Racism/Cultural Concerns	106	7%	111	7%	81	4%
Rape	25	2%	26	2%	51	3%
Sexual Abuse/Incest	42	3%	49	3%	71	4%
Sexual Identity	48	3%	37	2%	51	3%
Study Abroad	57	4%	41	2%	80	4%
Suicide	69	4%	118	7%	191	9%
Refer Out	287	18%	279	17%	363	18%
Stop Out (time out from academic pursuit)	37	2%	40	2%	28	1%

Although our percentages of identified issues addressed remained fairly consistent, we did see a slight increase in the number of drug abuse and sexual identity issues, and study abroad assessments. We saw a significant decrease in the number of clients dealing with suicide or suicidal ideation.

Staff Profiles

DIRECTOR

Shelly Kerr, Ph.D. (1997, Washington State University). Director and Chief Psychologist for the University of Oregon. Ethical and Legal Issues Seminar Leader. Member of Scholastic Review Committee, Student Affairs Strategic Planning Committee, Mac Court Use Committee, Bias Response Advocacy Team, and Dean's Consultation. Interpersonal, Cognitive orientation. Expertise in gay, lesbian, bisexual, transgender issues, hate crimes, sexual assault and abuse, depression, and anxiety. Interest in diversity related and social justice issues.

CLINICAL DIRECTOR

Edel Davenport, M.S. (1980, University Of Oregon, Counseling Psychology). Clinical Director and Senior Staff Therapist. Psychodynamic/ Interpersonal orientation. Supervision of Supervision and Crisis Intervention Seminars Leader. Clinical interest and specialization in international students, dysfunctional families, multicultural, and substance abuse issues. Liaison/consultant to the Office of International Studies and Exchange, UCTC Advisory Board, Health Center, and Dean's Consultation.

PROFESSIONAL CLINICAL STAFF

Lori Allen, Ph.D. (2004 University of Oregon, Counseling Psychology) Temporary Senior Staff Psychologist (Fall Term). Integrative orientation including interpersonal, feminist, and humanistic elements. Clinical interests include women's issues, eating disorders, anxiety, abuse recovery, Lesbian/ Gay/Bisexual/Transgendered issues, and exploration of authentic self.

Maria Aguirre, Ph.D. (2008, Auburn University, Counseling Psychology) Senior Staff Therapist and Group Coordinator. Case Presentation, Ethical & Legal Issues, and Trauma Seminar Leader. Integrative orientation: Interpersonal/Experiential, Existential, Psychodynamic, and Multicultural/ Feminist. Expertise in working Latino/a clients and bilingual (English and Spanish) psychotherapy. Clinical interests include multicultural/cross-cultural counseling, trauma recovery, women's issues, art therapy, existential issues, mindfulness-based approaches, and group therapy. Liaison to Women's Center and the Multicultural Center and committee member of ASAP.

Clay Bean, Ph.D. (2005, The Ohio State University, Counseling Psychology) Temporary Senior Staff Psychologist and Assessment Training Seminar Leader. Feminist Orientation. Clinical interests include traumatic stress, eating and body image concerns, power and privilege, gender and sexual identity, substance abuse, grief and loss, individuals with disabilities, and non-traditional students. Professional interests include individual and group, training, supervision, intake, and assessment.

Jon Davies, Ph.D. (1991, University of Oregon, Counseling Psychology). Senior Staff Psychologist Violence Prevention Coordinator, and GTF Coordinator. Humanistic/Psychodynamic/Cognitive Behavioral orientation. Clinical interests include men's issues, substance abuse, sexual assault prevention and recovery, couples counseling, child and family issues, anger management, and counselor training and supervision. Experience working with older students as well as Latino, Native American and international students. Liaison to Men's Center, Department of Public Safety, Athletic Department and the Office of Disability Services

Mark Evans, Ph.D. (1986, University of North Carolina, Clinical Psychology). Senior Staff Psychologist, Suicide Prevention Project Coordinator, and Professional Development Coordinator. Psychodynamic/Interpersonal/Jungian orientation. Interests include men's issues, gay and bisexual issues, mind-body medicine, process psychology, art and creativity, and non-Western spiritual issues. Experience with Southeast Asian Cultures. Liaison to Spiritual Directors.

Staff Profiles

Feliza Guidero, Psy.D. (2008, University of Denver, Clinical Psychology). Temporary Senior Staff Therapist. Eating Disorder Coordinator, Eating Disorders Seminar Leader, and Eating Disorder Treatment Team Leader. Feminist/Multicultural/Holistic/ Strengths-based orientation. Interests include working with women of color, trauma, body image, the mind-body connection, multicultural counseling, and mindfulness.

Elizabeth Loux, Psy.D. (2005, Adler School of Professional Psychology, Clinical Psychology) Senior Staff Therapist, Substance Abuse Coordinator and External Resource Coordinator. Substance Abuse Seminar Leader and member of Substance Abuse Treatment Team. Adlerian orientation. Clinical interest and specialization in substance abuse issues, women's issues, childhood sexual abuse, trauma recovery, trust and intimacy issues, and shame. Oregon Certified Alcohol and Other Drug Counselor. Expertise in treatment, supervision, and program development for individuals and families affected by addiction. Liaison to Spiritual Directors.

Ron Miyaguchi, Ph.D. (1993, Miami University) Senior Staff Psychologist and Assistant Training Director. Suicide Campus Coordinator and Research Coordinator. Member of the Bias Response Advocacy Team. Case Presentation Seminar Leader and member of DACSA. Interpersonal/ Cognitive Behavioral Orientation. Expertise with Rape Prevention programs, intimacy issues, men=s issues, and cross-cultural issues.

Brooks Morse, Ph.D. (1995, University of Kentucky, Counseling Psychology) Training Director and Senior Staff Psychologist. Trauma and Treatment of Eating Disorders Seminars Leader. Feminist/ Interpersonal/Experiential Orientation. Member of the Bias Response Advocacy Team. Expertise in women's issues, trauma, eating disorders and body image, and substance abuse. Interests include diversity related issues; gay, lesbian, and bisexual issues; supervision; sexual assault and abuse; psychodrama and gestalt therapy; and sizism.

Brian Parks, Ph.D. (2005, University of Utah, Counseling Psychology) Senor Staff Therapist and Group Coordinator. Group Seminar and Assessment & Treatment of Substance Abuse Seminar Leader. Interpersonal, Humanistic, Cognitive Orientation. Clinical interests include multicultural issues, gay/lesbian/bisexual issues, depression, substance abuse, trauma recovery, family of origin issues, identity development, grief & loss, and supervision. Liaison to Office of Multicultural Academic Support and LGBTQA.

Christopher Ruiz de Esparza, M.A. (2006, University of California Santa Barbara, Counseling Psychology). Senior Staff Therapist and Outreach Coordinator. Multicultural Seminar and Career & Job Search Issues Seminar Leader. Member of the Student Affairs Strategic Planning Group. Integrative approach to counseling: Multicultural/Feminist; Interpersonal; Humanistic-Existential; Psychodynamic; and Cognitive Behavioral. Professional interests include: multicultural counseling; identity development (gender, racial, cultural and sexual orientation); ally-work, social justice and advocacy; career development issues; supervision, teaching and training; and facilitating community dialogues around diversity issues. Liaison to Housing and Residence Life.

Patsy White, Ph.D. (2001, University of California, Los Angeles, Clinical Psychology) Temporary Senior Staff Therapist. Cognitive/Behavioral/Interpersonal Orientation. Clinical interest and specialization in working with anxiety, especially panic attacks, social anxiety, test anxiety, and phobias. Interests also include stress relief, depression management, grief and loss recovery, parenting skills, trauma recovery, and anger management.

Staff Profiles

Pre-doctoral Interns

Lissa Joy Geiken, M.Ed. (2004, University of Hawaii at Manoa). Ph.D. Candidate, University of Oregon Counseling Psychology. University of Oregon Pre-doctoral Intern. Integrative approach to counseling utilizing multi-theoretical psychotherapy. Professional interests include existential exploration, identity development, career development, multicultural counseling, relational power dynamics, ability, and substance abuse issues.

Anthony Isacco, M.A. (2004, Boston College). Ph.D. Candidate, Loyola University/Chicago. University of Oregon Pre-doctoral Intern. Integrative theoretical orientation, particularly draw upon Humanistic, multicultural, strength-based, developmental systems, and gender theories. Professional focus areas include men and masculinity, outreach and workshops, social justice, and psychologists as generalist on college campuses.

Eric Jannazzo, B.A. (1998 Georgetown University). Ph.D. candidate, University of Texas @ Austin Counseling Psychology. Eclectic approach to counseling: Psychodynamic/Interpersonal/Humanistic. Professional interests include group dynamics, spirituality, enhancement of self-compassion, intentionality, and relationship issues.

W. Vanessa Lee, B.A. (University of Minnesota) Ph.D. candidate, University of Minnesota Counseling Psychology. Integrative approach to counseling: Humanistic/Cognitive Behavioral/Multicultural. Professional interested include issues related to adjustment, interpersonal relationships, international students, multiculturalism, supervision, and career counseling/development

Shannon K. Young, LCSW, M.S. (2006 Iowa State University) Ph.D. candidate, Iowa State University Counseling Psychology. Integrative approach to counseling including: Humanistic/Interpersonal process/ Multicultural/Feminist/Cognitive-Behavioral orientations. Clinical interests include body image and eating concerns, working with international students, gay/lesbian/bisexual issues, trauma recovery, mindfulness and anxiety related concerns.

Graduate Teaching Fellows

LaMisha Hill, Substance Abuse
Erika Hinds, UO Psychology, Assessment
Gerald Gonzales, UO Psychology, Assessment
Diana Pena, Eating Disorders
Gina Prendes-Lintel Furr, Programming Specialist
Marina Valdez, Lifeskills Class
Jenna Wheeler, Crisis Center Director
Mary Marsiglio, Crisis Center Asst. Director

Practicum Interns

Counseling Psychology Program

Dave Brule
Cindy Huang
Brian Jacoby
Kate Margolis
Cynthia Medina

ADMINISTRATIVE STAFF

Gwen Jansen, Assistant to Director, Office Manager. Coordinates, supervises and facilitates operation of the Counseling Center and Testing Services. Works collaboratively with staff, students, and campus personnel to ensure provision of services to students. Serves on Bias Response Team and co-leads the BRT Advocacy Team. Member of UCTC Advisory Board and Oregon Hall Use Committee.

David Espinoza, Testing Office Coordinator. Responsible for program development and resource coordination, supervision of testing office personnel, test administration and scoring and reporting, budgeting for testing area, compliance with testing agreements and requirements, and quality control. Serves on IntroDUCKtion Committee and as member of National Association of Testing Professionals.

Classified Staff

Counseling

Allison Mickel, Front Desk Coordinator
Donna Miller, Administrative Assistant
Marcia LeBlanc, Accountant
Michele Leasor, Administrative Assistant

Testing

Lisa Montgomery, Psychometrician
Jennifer Rouch, Psychometrician
Raphelle Allison, Testing Administrator
Beki Holbrook Psychometrician

HCTC

2008-09 Annual Report

Using Our Strengths to Build Firm Foundations

The University of Oregon affirms and actively promotes the rights of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression or any other consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws regulations, and executive order.