

UNIVERSITY of **HOUSTON**

DIVISION OF STUDENT AFFAIRS
Counseling & Psychological Services

SFAC
Report of Fiscal Year 2009– 2010
and request for 2011 -- 2012
Responses to SFAC for FY 2012
Program Questionnaire
FY 2012 Budget Request



1. Provide an executive summary of your questionnaire responses.

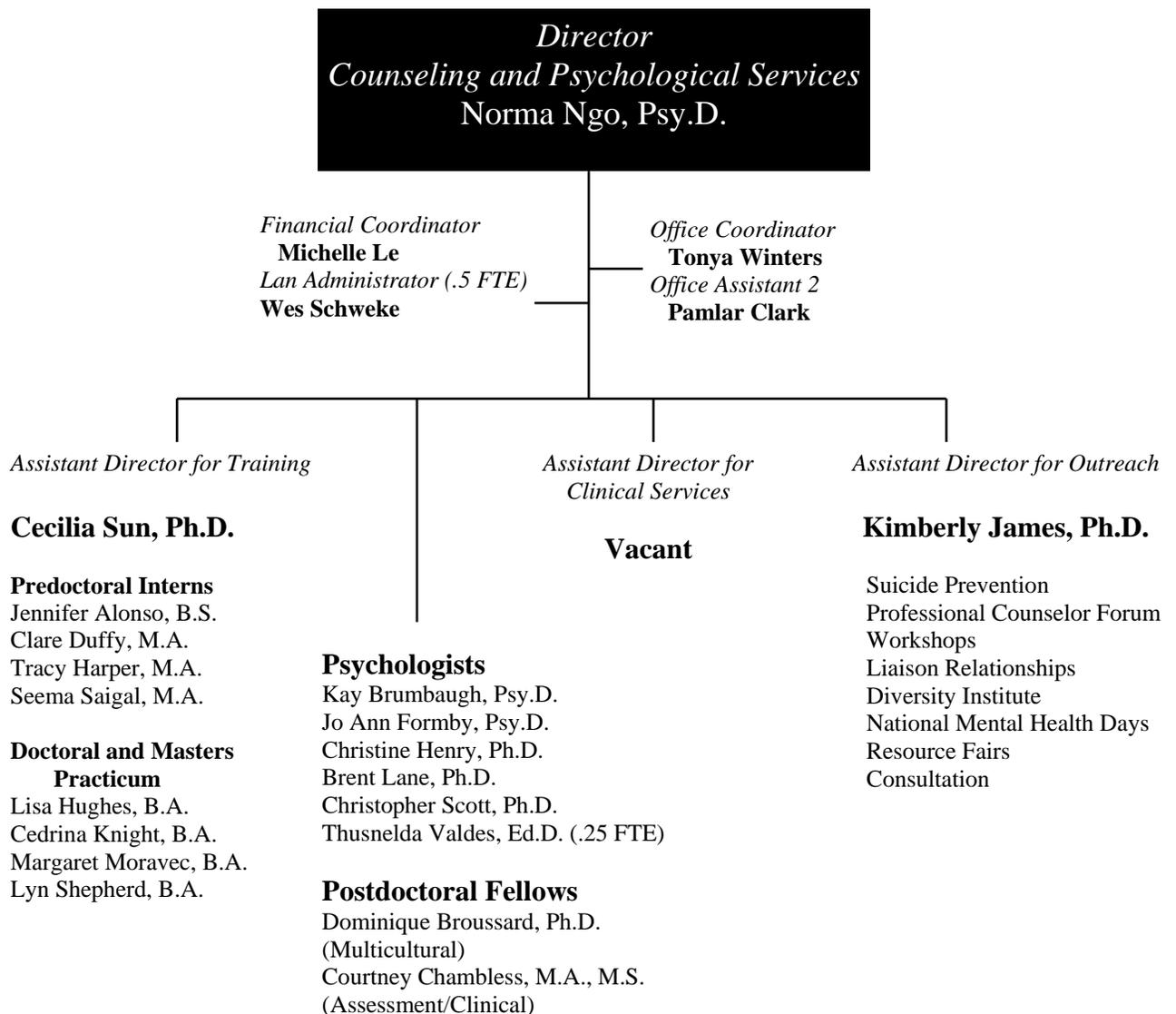
Counseling and Psychological Services (CAPS) has a mission to provide psychological, educational, and social support services to the university community, which helps students to be more successful in their academic, personal, and social pursuits. To achieve this mission CAPS offers individual, couples, and group psychotherapy; crisis intervention; preventative and developmental outreach programming and services; consultation; psychological assessment; training; and supervision. CAPS employs multiple measures to determine our effectiveness in meeting these objectives. We conduct student satisfaction surveys as well as outcome measures. The results of demonstrate the consistently high level of services we render. We evaluate our workshops and training activities and meet rigid national standards: we are accredited by the International Association of Counseling Services (IACS) for our psychological services and by the American Psychological Association for our pre-doctoral training program. CAPS' primary funding source is Student Service Fees. We are a service unit rather than a revenue-generating unit. We continue to use creative means to meet student needs with the funds allocated to us. We stand by our slogan, "helping you weather any storm" and are truly here to help students succeed emotionally and academically. The umbrella in our CAPS graphic is a metaphor for the comprehensive services we offer at CAPS and our slogan expresses our awareness that the college years can be an unpredictable and challenging time. Research supports the positive role of counseling on retention. Turner and Berry (2000) reported a retention rate of 85 percent for students involved in counseling compared to 74 percent for the general student body. Frank and Kirk (1975) conducted a five-year study with 2,400 Berkeley students in which they found higher graduation rates for students who received counseling or psychiatric services. Our continued challenge is that CAPS is understaffed compared to comparable institutions. IACS recommends one staff member for every 1,500 students. Our current staff of 9.5 FTE is closer to one for every 3,894 students. We have made significant efforts over the year to streamline services. In spite of staff shortage, we have managed to eliminate our waiting list. Students are directly assigned to clinician at the end of their initial Intake. A national survey of University and College Counseling Center Directors found that 83 % reported that there has been an increase in the past year in the number of students coming for counseling that are already taking psychotropic medications, 96 % reported that the number of students with significant psychological problems is a growing concern in their center or on campus, and 80% reported that they believe that the number of students with severe psychological problems on campus has increased in the past year. (AUCCD Survey FY 2008). Given the growing concern, 62.8% of counseling center directors reported that they have taken action to address this issue by training faculty, staff and others on campus to help them make more appropriate and timely referrals. Because our emphasis is on clinical services (while at the same time being short staff), our ability to provide extensive outreach to the campus and provide training opportunities is affected. The tragedies at Virginia Tech, Northern Illinois, and more recently, at UT Austin and Rutgers underscore the kind crises we hope to avert and have created an opportunity to focus on primary prevention. As a result, CAPS works collaboratively with other departments via the Conduct Awareness Response Team comprised of representatives from Dean of Students, Residential Life, General Counsel, University of Houston Department of

Public Safety, Academic Program Management and CAPS to provide earlier assistance to students of concern.

In FY 2009-2010, CAPS experienced significant growth in total client contact hours, group counseling and outreach services despite having limited staffing. We are dedicated to providing quality services to help students succeed and graduate. However, with the trend of continued growth, and future budget cuts, CAPS is at risk of severe limitations in design and growth of its programs without additional staffing. Given this, we respectfully request for your consideration a base augmentation of one generalist psychologist who is skilled in the many facets of psychology to meet the diverse and growing demand of the truly multicultural environment found here at UH. Please separate cover for additional details.

2. Provide an organization chart of your unit.

Counseling and Psychological Services



3. List the objectives that you provided with your 2009-2010 SFAC request. Please comment on your success in achieving these objectives. If an objective changed during the year, please note this and explain. Also, list any new objectives, the rationale for the addition, and comment on your success in achieving these objectives.

Counseling and Psychological Services (CAPS) has a mission to provide psychological, educational, and social support services to the university community, which help students to be more successful in their academic, personal, and social pursuits. To achieve this mission CAPS offers individual, couples, and group psychotherapy, crisis intervention, outreach programs, consultation, psychological assessment, training, and supervision. To facilitate this mission, CAPS has the following objectives:

Objectives

- A. To provide clinical/psychological services to the university community, including group, individual, and couples counseling, as well as crisis intervention, psychological assessment and vocational counseling.
- B. To provide outreach services to the university campus and community, including educational prevention programs, consultation services, and collaborative programming with other university units across campus.
- C. To provide training opportunities for university students.
- D. To monitor and evaluate CAPS services in order to ensure quality control
- E. To ensure compliance with the drug-free campus mandates.

A. To provide clinical/psychological services to the university community, including group, individual, and couples counseling, as well as crisis intervention, psychological assessment and vocational counseling.

Research suggests 37% of people aged 15 – 24 have a diagnosable mental illness, and mental illness or psychological problems are barriers to retention and ultimately graduation (Kessler, Olsfon & Berglund, 1998; Pritchard & Wilson, 2003). Turner and Berry (2000) reported a retention rate of 85 percent for students involved in counseling versus 74 percent for those who did not. The role of a university counseling center continues to evolve in response to social, political and economic factors (Council for the Advancement of Standards in Higher Education, 1999). A six-year longitudinal study of college students found that personal and emotional adjustment was an important factor in retention and predicted attrition as well as or better than academic adjustment (Gerdes & Mallinckrodt, 1994). The current generation of college students are increasingly diverse: 30 % minorities, 20 % international or first generation, 55% are female

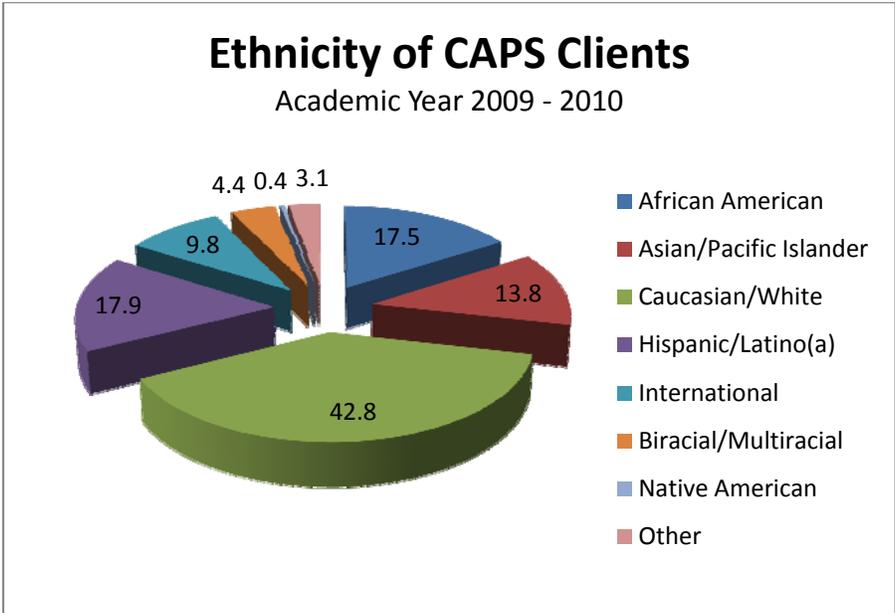
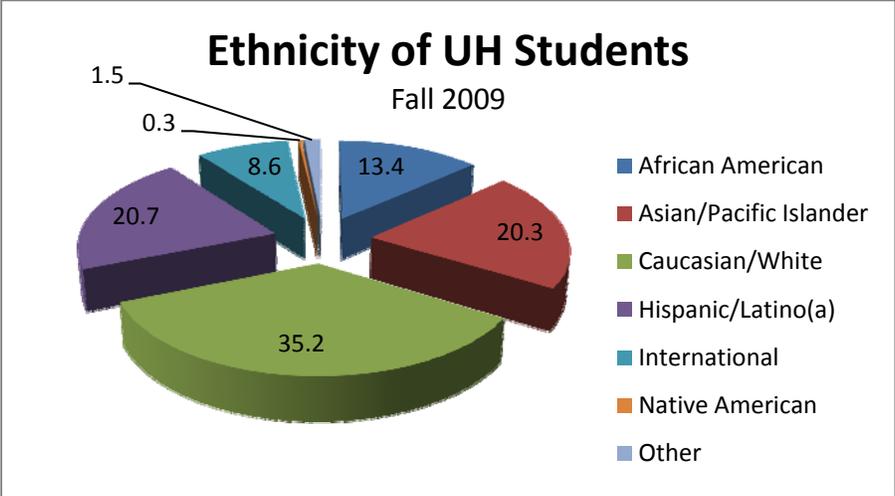
and 44% of all undergraduates are over the age of 25 (Choy, 2002). As a result, their mental health needs have changed considerably from the past. The need to provide counseling for such a broad range of students and issues is one of the major challenges facing university counseling centers (Archer & Cooper, 1998). The most recent national survey of University and College Counseling Center Directors found that 83 % reported that there has been an increase in the past year in the number of students coming for counseling that are already taking psychotropic medications, 96 % reported that the number of students with significant psychological problems is a growing concern in their center or on campus, and 80% reported that they believe that the number of students with severe psychological problems on campus has increased in the past year. (AUCCD Survey FY 2008). In order to support UH students in their academic pursuits, individual, couples, and group counseling are available to all currently enrolled students. Group counseling is free as a continuing service and individual and couples counseling are free for up to ten sessions within an academic year, after which there are fees on a nominal sliding scale for services. CAPS is comprised of licensed psychologists, postdoctoral fellows and advanced graduate trainees (who are under the supervision of licensed psychologists).

The average age for a CAPS client during 2009-2010 was 24.72. 59.2% were female (compared to 50.5% of the student body being female), 40.4 % were male (compared to 49.5% of the student body being male). Ethnicity is represented in the chart below. In general, these are reflective of students at large at University of Houston.

Ethnicity	UH statistics Fall 2009	CAPS client statistics 2009-2010
African-American/Black	13.4	17.5
Asian/Pacific Islander	20.3	13.8
Caucasian/White	35.2	42.8
Native American	0.3	0.4
Hispanic/Latino(a)	20.7	17.9
Biracial/Multiracial	--	4.4
International	8.6	9.8**
Other or unknown	1.5	3.1
*collected differently		
**overlaps with other categories		

Total: 100%

Total: 100%



Counseling Contacts	
	<u># of Contact hrs.</u> <u>2009-2010</u>
Intakes	1110
Crises	88
Individual	3864
Couples	266
Assessments	457
<u>Group</u>	<u>604</u>
Grand Total	6389

In 2009-2010 there were 1110 initial intakes (up from 864 the previous year), 88 crises, 3,864 individual client contacts (up from 3603 the previous year); 266 couples contacts, 457 Assessments (up from 363 the previous year) and 604 group contacts (up from 473 the previous year). The total number of unique clients presenting to CAPS during the 2009-2010 year **increased by 11.01%**. Consistent with national standards of best practices, CAPS does not have a waitlist. During the 2009-2010, clients were directly assigned to a clinician usually at the end of their Intake (initial assessment). Our group counseling program has grown significantly and serves the dual role of being an appropriate setting for clients who would benefit from peer feedback while serving many students simultaneously. In 2009-2010, the total group client hours **increased by 36.4%**. As noted in our FY2010-2011 objectives, CAPS designed and launched in summer 2010 an informational video about group therapy on the CAPS website. This video was designed to assist students in gaining a better understanding of what to expect in group counseling. It is our hope that this video will aide in the continued growth of the groups counseling program. We have also significantly expanded the self-help resource section on our website to include relaxation audio exercises in addition to the popular informational videos on anxiety, stress, depression, conflict resolution, grief and loss and international student issues. During this fiscal period, our greatest challenge was a reduction in FTE due to the vacancy of the Clinical Director position. In addition, one of the full-time psychologist positions was filled only at 75 percent FTE and a second at 50 percent FTE. The resulting challenge was a decrease in 1.75 FTE. Consequently, the clinician to student ratio was 1/3,894 (IACS recommends 1/1,500).

Crisis intervention refers to the management of emergency situations on and off campus that affect students as well as university staff and faculty. Crises may include both personal and academic exigencies, and much of our work includes not only providing counseling, but follow up, consultation services, and education. Staff members are often called upon to educate and debrief in an

effort to prevent further crises before they occur. The demand for crisis counseling services intensified following the terrorist attacks of September 11, 2001. The increase in demand for services without a corresponding increase in resources posed significant challenges for 63% of campus counseling centers surveyed (Gallagher, Gill & Sysko, 2000). Corresponding increase in demand for crisis counseling and consultation also resulted after the Virginia Tech and Northern Illinois shootings.

CAPS staff not only provides crisis services during normal academic business hours, we also provide after hours on call services. This is accomplished by utilizing a cellular phone system whereby the campus community may access a professional at night and on weekends. This process is supported through collaboration with the University of Houston Department of Public Safety.

Many of our ongoing clients report significant suicidal ideation at the time of intake. For 2009-2010, of the 1110 clients seen at Intake (as obtained by our Standardized Data Set--SDS), 26.6% indicated that they had considered suicide prior to college, after starting college, or both. 10.5% indicated that they had made a suicide attempt prior to college, after starting college, or both (please note that these numbers are underrepresented due to many student's discomfort with reporting on paper). Notwithstanding, many of the ongoing cases at CAPS involve serious, life threatening issues. Research suggests that the majority of students who kill themselves never received counseling services: 2004- 80.3%, 2003- 80.6%, 2002- 82.8% (Schwartz, 2006). If they do receive counseling, students are six times less likely to kill themselves (Schwartz, 2006).

In 2006 CAPS participated in a National Survey on suicidal ideation among college students. 70 colleges and universities participated with over 26,000 participants. A summary of the findings concluded that suicidal thoughts are common among our students; crises are often brief, intense, and recurrent; and half of students do not seek help. Highlights of this study are listed below (with ones of particular interest in **bold** or **bold and red**). It should also be noted that there will be a follow up national study on college suicidality with the goals of determining effective and efficient prevention strategies, studying suicide as a part of a larger continuum of distress, and studying how students cope with distress to tailor early interventions. CAPS will again be participating in the National Suicide Study scheduled to launch Spring 2011. CAPS will report the results about the University of Houston students when they are made available.

SURVEY HIGHLIGHTS FROM UNIVERSITY OF HOUSTON (2006 study)

- 1,000 UH undergraduates and 1,000 UH graduate and professional students were randomly surveyed (non-clinical sample).
- 147 undergraduates (14.7%) and 165 graduate/professional students (16.5%) completed the survey in full.
- Of undergraduates, 62.5 % of respondents were female, 37.5 % male.

- Juniors and seniors (over 73%) were more likely to respond than freshmen and sophomores.
- Ethnicity was not a large factor in who responded to the survey.
- The average undergraduate respondent was 24.21 years old, had a cumulative GPA of 2.96, and worked 19.60 hours per week.
- 86.3 % of respondents lived off campus. 63 % said they lived with a family member.
- 78.23 were single, never married/partnered.
- 43.84 % were not in a romantic relationship. 34.93 % were in romantic relationships but not living with that partner. 21.23 % were in a relationship and living with a partner.
- 63.89 % have never used tobacco and only 10.42 % use it daily.
- **About 14 % report having 5 or more drinks of alcohol in a 24 hour period weekly or more.** 36.81 % say they have never drank that much.
- Less than 5 % smoke marijuana weekly or more.
- **25 % of undergraduates have had psychological or mental health services at one time or another.**
- **11.81 % have seen a psychiatrist.**
- **10.49 % report they have received services from the university counseling center.**
- **11.89 % say they have taken medication for mental health concerns.**
- 2.8 % report having been hospitalized for mental health concerns.
- **42.36 % indicated that they had had thoughts of “I wish this would all just end”.**
- **13.89 % acknowledged having had the thought “I wish I was dead”.**
- **Less than a third said they had never had suicidal thoughts.**
- **23.61 % report they have seriously considered attempting suicide.**
- **12.5 % admit to having attempted suicide at least once.**
- **11.11 % say they have seriously considered attempting suicide in the last 12 months.**
- Of those who had seriously contemplated suicide 18.75 % had considered it for many days and a like amount had considered it for several hours in a day.
- **37.5 % of those who had seriously considered attempting suicide described those thoughts as strong.**
- **Over 2/3 of those seriously contemplating suicide said the thoughts impacted their academic performance.**
- **12.5 % of the serious contemplators had a specific plan in mind.**
- After recognizing how seriously they were considering attempting suicide, ¾ said they still told no one.
- 81.25 % of these serious contemplators never received professional help.
- School/academics had a large or very large impact in 37.5 % of those seriously considering suicide.
- Problems with family relationships had a large or very large impact on 46.67 % of those seriously considering suicide.

- Romantic relationships had a large or very large impact on 43.75 % of those seriously considering suicide.
- Problems with finances had a large or very large impact on 43.75 % of the same group.
- Half described themselves as angry, over 56 % described themselves as anxious/worried, and 93.75 % described themselves as sad.
- **Over 2/3 described themselves as lonely/isolated. 75% described themselves as feeling hopeless. 62.5 % felt helpless.**
- 37.5 % had a recent breakup or loss of a romantic relationship, the same % who reported recent family problems.
- The largest protective factor was concern about disappointing/hurting family members. Wanting to finish school and religious/moral beliefs were major factors as well.
- **Asian-American and multiracial students were at highest risk. Students on academic probation were at highest risk.**

In the interest of brevity we have focused on the survey of undergraduates. Naturally the graduates were older, more likely to be in relationships and had higher GPAs. More had sought mental health services. Fewer had suicidal thoughts in the past year and fewer had seriously considered an attempt. Complete results are available upon request.

2009-2010 data collected from CAPS clients (SDS) indicated that 26.6 % have considered suicide at one time or another and 10.5% have attempted suicide in their lifetimes. Research suggests that the majority of students who kill themselves never received counseling services: 2004- 80.3%, 2003- 80.6%, 2002- 82.8%. If they do receive counseling, students are six times less likely to kill themselves.

Assessment is one of the services provided by CAPS staff. Clinicians are often called upon to administer and interpret vocational testing to help students with decision-making such as career choices, choice of major, or life planning and other personal decisions. Learning disabilities (LD) and attention deficit hyperactivity disorder (ADHD) can be major impediments to a student's academic achievement, and CAPS is responsible for doing these assessments in order for the university to meet its obligations for reasonable accommodations under the Americans with Disabilities Act of 1997. Lastly, psychological/personality assessment is often utilized to provide more comprehensive treatment planning for more difficult cases.

The assessment process comprehensive and requires additional time beyond the standard counseling session (approximately 11-15 hours from beginning to end). With regard to LD or ADHD assessment, students are able to receive this at CAPS at a greatly reduced fee (\$250) compared to seeing a provider in the community (\$1,000 -\$2000). It is also more convenient for students to receive

this assessment at the university given that it often takes several hours and multiple appointments to complete.

Requests for LD and ADHD assessment are frequently requested due to significant need for academic accommodations. In 2007-2008, the total number of LD and/or ADHD assessments completed was 54. This increased to 67 in 2008-2009 and 85 in 2009-2010. As the data indicates, the total number of requests continues to increase, but with staff shortage and the significant amount of time required to complete the LD and/or ADHD assessments, this is a continuing challenge for CAPS.

CAPS also provides vocational assessment and counseling for students who are seeking to clarify their academic or career goals. This generally is provided through vocational workshops and through individual counseling, and is often a secondary concern when counseling students on personal issues.

In exploring vocational concerns, CAPS is acutely aware that students need to explore their personal life goals as well as their test results when choosing a major or a potential career. This makes the counseling component of vocational support as relevant (if not more relevant) than the testing itself. Our mission is to help students succeed academically.

B. To provide outreach services to the university campus and community, including educational prevention programs, consultation service and collaborative programming with other university units across campus.

CAPS recognizes our primary mission is to serve the approximately 38,000 students at University of Houston. To achieve this mission, we work hard to reach students through a variety of activities we call outreach using prevention and developmental models. Traditionally, Counseling and Psychological Services (CAPS) has answered the call for services across the university campus by responding to office, department and student group requests for individualized, structured workshops. CAPS employs a systematic and relational approach to providing outreach services to the greater University of Houston community fully utilizing our professional training and skills. Currently, outreach programming at CAPS consists of a 4-Tier System: facilitation of presentations, sponsoring campus wide events, liaison relationships with the broader University of Houston community and consultation with departments. Specifically, outreach activities may include:

- Ongoing liaison relationships between CAPS clinicians and faculty, staff and student organizations to consult about CAPS services, individuals of concern and assist in referrals.
- Free “Food for Thought” Workshop series offered by CAPS during the noon hour at CAPS.
- Campus Events: National mental health days, e.g. National Suicide Prevention Day, National Depression Screening Day, National Eating

Disorder Day, National Alcohol Prevention day, National Anxiety Disorders Screening Day.

- QPR (Question, Persuade, Refer)—Nationally Recognized Suicide Prevention Training for the campus community.
- Diversity Institute.
- Professional Counselor Forum.
- Presentations to academic departments, campus groups, campus organizations and residence halls.
- Collaborative programming with campus departments and organizations (e.g. Cougar Resource Fair, Safe Spring Break, Occupational Wellness Fair, Take Back the Night, Veterans' Services Resource Fair, Cat's Back Welcome Back Fair, Cougar First Impressions, World AIDS Day).
- Additional resources available to students via CAPS website, brochures and CAPSTONE newsletter.
- Brochure distribution, including how to handle students in crisis

During the 2009-2010 academic year, CAPS served over 6238 individuals through its total outreach efforts. This is a **42.7%** increase from 2008-2009 (4371). Twenty different food for thought workshops were offered and included topics such as, *Success at College: Creating Balance between School, Work & Relationships; Understanding Anxiety: Signs, Symptoms & Ways to Cope; Undecided! Career Exploration & Planning; Understanding Depression: What Everyone Should Know; I'm Listening Honey! Communication Among Couples; Anger Management; Stress Management & Relaxation; Coping with Financial Stress; and Life After Loss: Dealing with Grief.* In addition to these scheduled workshops, we also received outreach requests for topic presentations from various student groups, faculty and staff.

As part of our efforts to educate the student population about important mental health issues and services that are offered at CAPS, we participated Freshmen and Transfer Student Orientation, International Student Orientation, New Faculty Orientation, and Law Center New Student Orientation. The total number of students served at these orientations in 2009-2010 was 1518. In addition, CAPS offers National Screening Days including National Suicide Prevention Day, National Depression Screening Day, National Eating Disorders Awareness Day, National Alcohol Disorders Screening Day and National Anxiety Disorders Screening Day. For these days, we set up information tables throughout campus. Screening instruments are administered to participants wishing to find out if they may have difficulties with the area addressed that day. Additional crisis services are available at CAPS during those screening days. In 2009-2010, CAPS screened a total of 588 individuals who were then offered referrals to CAPS for follow up services or provided with alternative referrals.

We are highly committed to Suicide Prevention Training on campus. Using a nationally acclaimed program called QPR (Question, Persuade, Refer) we have 5 specialized trainers at CAPS to provide QPR. It is a basic training that can teach

anyone how to ask the suicide question. All Residential Advisors receive this training annually. It has also been delivered to fraternities, sororities, and various university departments. Both Residential Life and ISSSO serve students who are at higher risk of suicide than others on campus. QPR training is a one hour training that can be provided to any group or department upon request. In 2009-2010, CAPS provided QPR training to 124 individuals.

CAPS collaborates with other units to provide programming for campus community. Take Back the Night is an annual event intended to raise awareness of sexual assault. Other annual programs that we participate in include: Safe Spring Break, March of Dimes/Walk America, World Health Day, Cat's Back Welcome Back Fair, Occupational Wellness Fair, Study Abroad Pre-Departure and Re-Entry.

CAPS values the internet as a window into prevention and education for students. We also understand that it can serve as a bridge for students who may initially be apprehensive about seeking mental health services to gain information and become familiar with what we offer. We have redesigned our web page, to

include our new graphic ( CAPS) and slogan (*helping you weather any storm*); A *News and Current Events* section which has updated information corresponding with National Events (e.g. National Heritage months); expanded self-help section including video-streaming of self-help topics (depression, conflict resolution in couples, anxiety management, and others), audio relaxation exercises and yoga and meditation resources: <http://www.caps.uh.edu/resources-self.aspx> .

We are aware of the growing population of students accessing information through the web. During FY 2008-2009 the CAPS web site www.caps.uh.edu logged an increase in 9,751 unique visits and 41,455 page views, including 14,825 visits from 75 countries/territories. Thus, we have upgraded and maintained the timeliness of our web site updates and continue to add to the number of streaming videos available as well as links to other mental health resources. CAPS is also now available on Facebook, "Counseling & Psychological Services (CAPS) Outreach at U. Houston" .

CAPS clinicians provide consultation on a regular basis. CAPS provides mental health consultation to the UH community by focusing on the mental health implications for the UH community, overall consultation strives to enhance the psychological well-being of the UH community. Consultation involves 3 main parties: **Consultant:** CAPS Therapist, **Consultee:** UH Faculty or UH Staff Member **Individual(s) of Concern:** UH Student or UH Faculty or UH Staff Member . Consultation with the UH community involves evaluating situations and supporting the intervention of UH faculty and staff in reported situations to manage difficult situations effectively (i.e., traumatic events, grief debriefing, distressed emails, etc.) with individual(s) of concern. When providing consultation

we clearly define our roles as consultants and clarify that our obligation is to the consultee and to the university. When providing consultation, we are guided by APA Ethical Principles of Psychologists and Code of Conduct and the Mission Statement of the University of Houston. The goals of consultation at CAPS are to improve the current and future functioning of the consultee and to enhance services to individual(s) of concern. CAPS staff is available to consult if you have any mental health questions or concerns regarding any individual.

More specifically, UH faculty or staff will consult with CAPS staff on how to deal with students who are distressed or disruptive, how to provide learning or educational support for students, how to manage difficult or challenging situations, and what services might be available to a student in need. We also receive calls from students who want to better understand many of the issues they are discussing in class or writing about in term papers. The surrounding community may call upon us to assist with matters of educational, psychological, and social importance. For example, it is not unusual for staff to be interviewed by the university or local news agencies, or to serve as consultants to other universities. Faculty, staff, and administrators, as well as students frequently contact CAPS for ideas and support. We are called upon to offer feedback or make recommendations for multiple concerns, such as handling a difficult student or employee situation, the process of withdrawals or re-admissions, places to find support for meeting the needs of students with disabilities, identifying appropriate community or university resources, or offering expertise regarding sensitivity to diverse populations, e.g. gender, race, culture, national origin, religion and sexual orientation. A complete listing of the CAPS Liaison list is available on our website.

In Spring 2010, CAPS provided support through **defusing and debriefing** with the UH campus community after a traumatic event that may include recent deaths by suicide or homicide, natural disaster, events with a high degree of threat to the UH community, or any significantly distressing event. Defusing is done the day of the incident and is designed to assure understanding of their reactions and to discuss resources for further services when needed. Defusing interventions involve individuals who were directly involved in the incident and take place at a location secured by the UH campus community caller. They are designed to assist individuals in coping in the short term and address immediate needs. Debriefings are usually the second level of intervention for those directly affected by the incident and often the first for those not directly involved. A debriefing is normally done within 72 hours of the incident and gives the individual or group the opportunity to talk about their experience, how it has affected them, identify individuals at risk, and inform the individual or group about services available to them in their community. When providing defusing and debriefing interventions, we are guided by APA Ethical Principles of Psychologists and Code of Conduct and the Mission Statement of the University of Houston. Detailed information about Defusing and Debriefing can be found on our website.

CAPS staff members are active contributors to numerous committees on campus, providing expertise in a variety of areas. Some of the committees include: Alcohol Education and Prevention Committee, Cougar Allies, the Academic Accommodations Education Committee, and Veteran's Services Committee. In Fall 2009, CAPS spearheaded the formation of a behavioral intervention committee called Conduct Awareness Response Team (CART) comprised of representatives from UH Department of Public Safety, Residential Life and Housing, General Counsel, Dean of Students, Academic Program Management and CAPS to address students of concern who may require additional attention and assistance. One of the outcomes of the Virginia Tech and Northern Illinois tragedies was a heightened national focus on campus safety. Some of the issues that were raised in a report to the U.S. President after the Virginia Tech Tragedy highlighted the need for improvement in awareness and communication sharing as keys to prevention. A major goal of CART is to serve as a central point for converging information across campus.

CAPS works with the mental health community of Houston, offering continuing education programs for mental health providers. The Assistant Director for Outreach organizes and coordinates the Professional Counselor Forum (PCF) which provides low cost, high quality continuing education workshops. Sample PCF topics include: *"Counseling Muslims and Ethical Considerations"*, *"Transition Home: Providing Treatment for our Returning Veterans"* and *"Suicidality in Clinical Practice: What Every Clinician Needs to Know"*.

Other efforts include the direct involvement of CAPS staff in classroom teaching. Several of the staff have taught courses in Psychology and Counseling Psychology at University of Houston, while others have served on dissertation committees.

In 2009-2010, CAPS sponsored the the 9th Annual Diversity Institute, entitled: "Uniting our Journeys", facilitated through dialogues, panel discussions and experiential activities to the UH campus community. This is an annual campus wide event designed by CAPS for students, faculty and staff to explore issues related to diversity and multiculturalism. While the format and specific topics vary by year, it is a perennial favorite at the University of Houston. A goal of the institute is to increase the visibility of CAPS services on campus, but the main objectives are to raise awareness around diversity, to promote inter-cultural contact, and to increase multicultural understanding. It is also an excellent opportunity for leadership and diversity training for students and the campus community. The CAPS Multicultural Postdoctoral Fellow, with the support of the Outreach Director, is responsible for planning and coordinating this event. In April 2010, over 106 students attended this event.

CAPS is actively involved in the Cougar Allies committee and was a co-sponsor of Cougar Allies Training during the 2009-2010 year. Cougar allies training teaches individuals to be able to respond knowledgeably and sensitively to the

needs of the Gay, Lesbian, Bisexual, Transgender, and Queer (GLBTQ) students, staff, and faculty at the University of Houston

C. To provide training opportunities for university students.

CAPS is an American Psychological Association (APA) approved training site for doctoral interns in clinical and counseling psychology. The program has been APA approved for 22 years. This past August, four new advanced doctoral students from across the country began their predoctoral internships at CAPS. The pool of candidates ranges from 60-90. Training is also available for doctoral and master's practicum students in Counseling Psychology and Clinical Psychology. These trainees are students at the University of Houston and other nearby campuses. These students are primarily University of Houston students who receive training essential to their academic goals, and are in addition to the four interns who receive training and supervision each year. One to two hours of direct supervision each week is required for each student for whom we provide training. We also provide training and assessment seminars for them as a group. As a result, CAPS is meeting not only an academic requirement for students in these disciplines, it is also providing low cost, high quality service to the students who come to CAPS for services. These trainees are able to augment the professional staff in providing services.

In early Fall 2009, the CAPS Training Director completed a comprehensive Self-Study of the APA approved Predoctoral Internship program in preparation for the APA site visit. The APA site visit went smoothly and CAPS received word in late spring early summer 2010 that the APA approved Pre-doctoral internship program was re-accredited for another seven years.

D. To monitor and evaluate CAPS services in order to ensure quality control.

Quality control is an important part of providing good services. CAPS regularly evaluates its services and is engaged in a more comprehensive assessment of service provision in order to ensure the highest quality of care for students and the university. CAPS is reviewed regularly by external agencies, which evaluate the center in terms of its meeting the needs of clients and the ethical and legal responsibilities to which it is held. This includes a site visit for continued accreditation. We are accredited for both service delivery (International Association of Counseling Services—IACS) and for training (American Psychological Association—APA). Staff members are licensed by the State and failure to meet ethical standards can result in both loss of license and university position. IACS conducted a site visit in Fall 2006 which resulted in a renewal of accreditation as well as praise for CAPS. CAPS measures consumer satisfaction through evaluation forms given at termination of counseling. For the 2009-2010 academic year, respondents to the consumer satisfaction survey answered twelve questions about services received in counseling (please see next page).

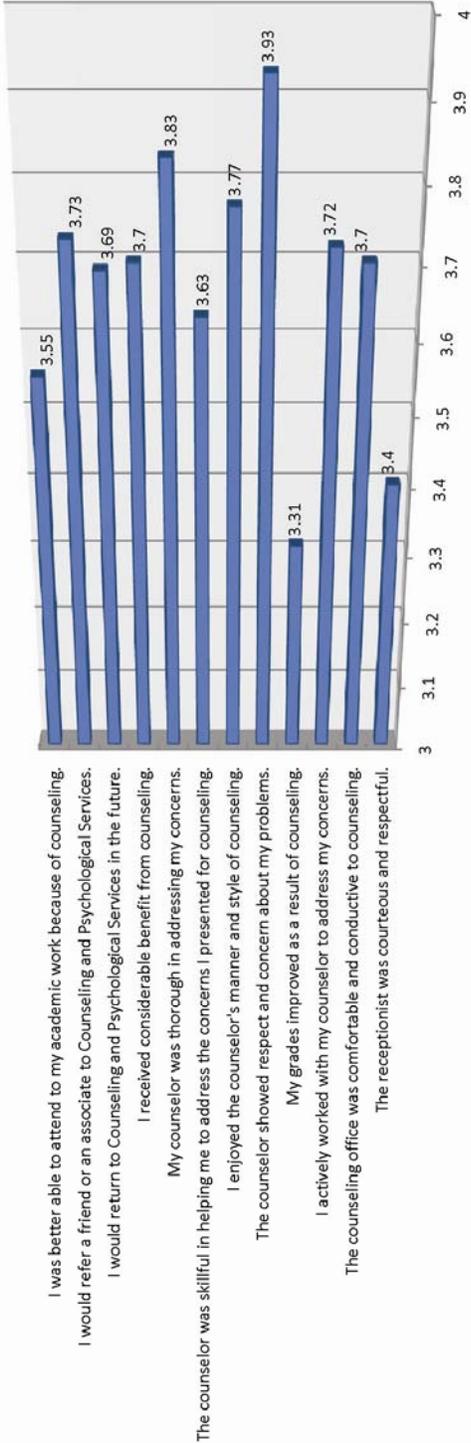
Highlight from the 2009-2010 Counseling Services Evaluations indicated that 85% of students reported, "My grades improved as a result of counseling". 91% indicated, "I received considerable benefit from counseling" and 95% stated, "I would refer a friend or an associate to CAPS". Sample feedback include, *"CAPS saved my life. I was in a world of pain for so long that I thought would never end but with CAPS, I was able to battle my inner demons instead of holding them in. It helped to talk to someone who was unbiased and who was a professional instead of a friend or someone who I was worried of what they would think of me. After my sessions with CAPS and medication, I was able to turn my life around. I walk around with a genuine smile and enjoy the little things in life while not running from problems, but instead striving to find solutions. I would recommend CAPS to anyone"*.

"Thanks to all the CAPS counselors, employees, and a special thanks to _____, I am truly living a much better life".

"My experience with counseling has been an enormous help to continue with my studies and my life in healthy way. I am very pleased with this service".

CAPS also conducts evaluations for all outreach workshops. The scores from these evaluations have remained high.

Counseling Service Evaluations 2009-2010



In addition, during the most recent 2010 survey of student services, CAPS achieved an 88% satisfaction rate among the major units in Student Affairs.

E. To ensure compliance with the drug-free campus mandates.

The State mandates that the University have a designated Employee Assistance Program available to assist individuals with alcohol and drug problems. CAPS was formerly identified as the sole treatment and referral resource for staff, faculty, and students facing these problems. CAPS is one of the major providers for substance abuse referrals from the Dean of Students Office, Athletics, Residential Life and Housing, and self-referrals. On a more limited basis, CAPS serves staff and faculty for crisis intervention and counseling for up to three sessions. CAPS staff also serve on the Substance Abuse Education and Prevention Committee.

4. Please discuss the means that you are utilizing to evaluate both your success in achieving the aforementioned objectives and their importance as compared to other objectives that you might pursue. Where data exists, discuss the number of persons served by each of your programs. Please provide the method for collecting these data.

CAPS has arguably one of the most thorough and comprehensive self evaluations of any department on campus, in part because the confidential nature of our services and the ethical and legal responsibilities associated with it as well as the implications of outcome, make evaluation and accountability essential. We evaluate all of our services including service, training, and supervision, as well as our employees (exempt and non-exempt).

Multiple means are used for evaluating these services. CAPS is reviewed by external agencies, which evaluate the center in terms of its meeting the needs of clients and the ethical and legal responsibilities to which it is held. This includes a site visitation for continued accreditation. The International Association of Counseling Services (IACS) accredits us for service delivery. The American Psychological Association (APA) accredits us for our predoctoral internship training program. Further, counseling staff are held accountable not only by professional organizations, but by licensing boards. Staff are licensed by the State and failure to meet ethical standards can result in loss of their license and their position. Some staff members hold multiple licenses. We routinely send out follow-up surveys to all individual and group participants, and elicit evaluations of workshops and presentations.

In April, 2004 CAPS began utilizing a state-of-the-art data management system called Titanium which organizes our progress notes, termination summaries, crisis reports, and schedules. We can also electronically sign these documents,

making access to records both secure and also easy to find when necessary. We also serve as the Beta site for this software.

The Center for the Study of Collegiate Mental Health (CSCMH) is an emerging research center seeking to quantify the mental health of today's college and university students. It represents a national network of research partners including over 135 colleges and university counseling centers, academic departments, and industry partners. The Center aims to meet the informational needs of mental health providers, university administrators, researchers, and the public. CAPS has been involved since the inception of CSCMH, actively working to gather center-specific and nationwide data on college students seeking psychological services. Participating centers use the Counseling Center Assessment of Psychological Symptoms (CCAPS) as a psychometric instrument assessing various dimensions of mental health for all clients initiating services at participating counseling centers. It consists of eight subscales, including: Depression, Generalized Anxiety, Social Anxiety, Academic Distress, Eating Concerns, Family Distress, Hostility, and Substance Use. This instrument is typically given at intake, and at CAPS, it is also given at a regular interval to inform treatment decisions by measuring change over time. In Fall 2008, CAPS participated in a national pilot study in which de-identified data from participating centers was pooled by CSCMH. This information provided the first such standardized glimpse of mental health among university counseling centers in the United States, with 22, 060 students reflected. Data comparing national and at the University of Houston statistics is available upon request.

5. Please discuss any budget changes from your last (FY2011) SFAC request, their impact on your programs, and your reason for implementing them. We recognize that some programs did not receive the funding that they requested, that some programs were impacted by additional expenses after the budget cycle, and that some programs may be ahead of/behind their self generated projections.

In addition to the increase in the administrative fee, statewide budget cuts continue to threaten the loss of a position(s) at CAPS. As noted earlier, our current staff to student ratio is already significantly below what is recommended by our accrediting body (IACS). As noted earlier, the demand for services continues to increase in quantity and severity. We cannot afford to lose another position. Staffing needs to be bolstered to manage these effects to avoid jeopardizing adequate and quality care.

6. Please list your 2011-2012 Objectives in priority order. The objectives should reflect the priorities stated in your unit's strategic plan. Larger units may wish to group your response by subprogram. Under each objective, state the specific programs, activities, and/or services that you plan to implement to meet our objectives.

It is the mission of CAPS to provide high quality psychological and social services to the university in order to enhance student success in their academic, personal, and social pursuits. Our current objectives are as follows:

A. To provide clinical/psychological services to the university community, including group, individual, and couples counseling, as well as crisis intervention, psychological assessment and vocational counseling.

Clinical services which includes, Individual, couples and group counseling are available to all enrolled students and will continue to be our main priority at CAPS. Professional psychologists, postdoctoral fellows and advanced graduate trainees address problems such as depression, anxiety, substance abuse, stress, relationship concerns, and academic difficulties. We will continue to explore and implement national best standard practices in all aspects of our clinical services.

Crisis intervention refers to the management of emergency situations on and off campus. All students, staff and faculty who are in crisis can be worked in for a same day appointment. In addition to intervening when crises occur, staff members are often called upon to provide efforts at preventing crises. Crisis intervention can involve providing counseling services, follow up services, and consultation services to multiple individuals or groups as they relate to a singular crisis.

Learning disabilities and Attention Deficit disorder assessment is essential in order for the university to meet its obligations for reasonable accommodations. Psychological assessment is often utilized to provide more comprehensive treatment planning. CAPS provides vocational testing and counseling for students who are seeking to clarify their academic or career goals. This is generally offered through vocational groups or interpretations although it is offered on occasion through individual counseling.

Overall, we will strive to maintain high quality mental health services; to continue to increase the viability of our individual, couples and group counseling programs to assist the university in promoting student success and retention.

B. To provide outreach services to the university campus and community, including educational prevention programs, consultation services, and collaborative programming with other university units across campus.

CAPS is committed to reach as many UH students as possible. Outreach includes a variety of prevention, developmental, and psychotherapeutic activities geared towards reaching out to the campus, and may include:

- Question/Persuade/Refer(QPR), a nationally acclaimed suicide prevention program
- Food For Thought Workshop series
- Participating in various committees(behavioral intervention team, academic accommodations, substance abuse, Cougar Allies)
- Liaison relationships between each clinician and key academic departments and offices
- Presentations to academic departments, campus groups, campus organizations
- Annual participation in resource fairs (i.e. Cougar Resource Fair)
- Educational/informational days (e.g. National Suicide Prevention Day, National Depression Screening Day), etc.
- Collaborative programming with campus departments and organizations (Cat's Back)
- Increased resources available to students on CAPS website
- Diversity Institute

Additionally, CAPS staff members provide consultation on a regular basis to the university in order to resolve various concerns. Often faculty or staff will consult with CAPS staff on how to deal with students who are disruptive or in distress, how to provide learning or educational support for students, or how to manage difficult or challenging situations. CAPS will continue to employ the 3-Tier consultation model and encourage staff and faculty to become familiar with this model and the information on how to identify and refer a student in distress that is available on our website. CAPS will continue to advertise the availability of the Defusing and Debriefing to the UH community.

By Spring or Fall 2011, CAPS will expand the free Food For Thought Workshops into Residential Halls and will include periodic evening workshops in order to reach more students and coordinate with their availability.

CAPS will also explore additional avenues to reach out to students who might not otherwise seek out counseling. By Spring or Fall 2011 CAPS will also provide a trial run of the program entitled, "Let's Talk" (as designed by Cornell University) to offer . "Let's Talk" is a program that is designed to allow students easier access to informal confidential consultations with CAPS clinicians who provide walk-in hours at sites around campus. The focus is on immediate problem-solving, support, and advocacy, which may later develop into a counseling

relationship and subsequent referral to CAPS for more comprehensive services. This additional initiative supports are current request for additional funding from SFAC to increase staffing for FY 2011-2012.

A continued focus for CAPS in collaboration with other UH units for FY 2011-2012 is to widely advertise the availability of CART to the UH community.

In an effort to share the most up-to-date information with the campus community, CAPS will maintain timely updates to its website, and continue to add more resources in its self-help section.

An important component of the services offered at CAPS is our commitment to working with other university units to improve not only our service offerings, but also theirs. Of equal importance are our efforts at providing a bridge to the community in order to benefit students and the university as a whole.

C. To provide training opportunities for university students.

CAPS is an APA (American Psychological Association) approved training site for doctoral interns in psychology. Training is also available for doctoral practicum students, and master's level practicum students. Additionally, staff members provide training for university tutors, and for peer educators and resident advisors. CAPS will continue to provide quality training and design programs to bolster this initiative.

D. To monitor and evaluate CAPS services in order to ensure quality control.

CAPS regularly evaluates its services, and will continue to engage in the CSCMH study via the CCAPS for outcome data. Fall 2010 launched the on-line Counseling Evaluation survey and this data will be reported at the completion of the FY 2010-2011.

7. What are the other possible sources of funding available to your unit and what efforts are being made to access them (i.e. grants, donations, etc.?)

In general, CAPS is a service unit, not a revenue-generating unit. Therefore, there are few opportunities for external funding. We are reluctant to charge additional fees to students, who often come to us with financial hardship. We have some modest income from fees for Learning Disability and Attention Deficit Hyperactivity Disorder assessments, and charge a very modest fee for counseling past the 10th session, but the revenue generated is still not substantial, nor is it likely to be so in the future. There are a few other minor amounts collected as fees, but the total amounts to only about 2% of our funding. We would like to apply for grants, but need more staff to free up clinical time. In order to provide high-quality mental health

services, it is critical that CAPS has the necessary resources to carry out its mission. To this extent, we will continue to explore additional sources of revenue.

8. Please describe any overlaps between your unit and any other unit(s) providing services to students. Please provide a rationale.

CAPS works cooperatively with several other units. Staff members at CAPS are responsible for LD testing which is subsequently utilized by the Center for Students with Disabilities. University Career Services and the Office of Academic Advising frequently refer students for our vocational testing and counseling services. The CAPS counseling staff and the psychiatrists located in the University Health Center frequently work together to provide comprehensive care.

Additionally, CAPS is collaborative in that staff members have created strong liaisons with other units within Student Affairs. CAPS and Wellness collaborate on a number of educational programs offered to students throughout the year. CAPS also works with Learning Support Services in providing study skills programming. Included in these collaborative efforts are programs developed jointly with the Dean of Students Office, educational and training programs provided in conjunction with Residential Life, and academic and personal development programs offered regularly through the Athletics Department. These liaisons represent a broad spectrum of programming efforts aimed at such issues as Diversity Training, Suicide Prevention, and Social Health. We believe it is central to our mission to help students be successful and to graduate, and to support other departments in their efforts to do the same.

CAPS is respectfully submitting the following requests for your consideration:

**SFAC Request for One-Time Funding Augmentation
2010-2011**

- 1) One time augmentation to cover the 2.2% Admin increase for FY2010-2011 = \$29,260.

**SFAC Request for Base Funding Augmentation
2011-2012**

- 1) Base augmentation is requested to cover the Administrative charge increase for FY 2011-2012 = \$29,260
- 2) Base augmentation for a full-time licensed psychologist who has generalist skills to work with the diverse UH student body = \$69,727 (Base Salary = 52,000 +Benefits= 12,862 + Admin Charge= 3,892 +VPSA charge= 973)

TOTAL: \$128,247

Justification for the full-time psychologist position:

- Staffing is poor compared to other Texas and national universities and the staff to student ratio is well below the level recommended by our accrediting agency, the International Association of Counseling Services, which is 1/1500; CAPS is at 1/3894.
- Total usage continues to increase each year while staff size remains the same.
- The severity of problems seen at CAPS continues to grow each year.
- Recent incidents such as the shooting at UT and suicide by the Rutgers student highlights the need for sufficient mental health practitioners on campus.
- The number of requests for Learning Disability and Attention Deficit/Hyperactivity Disorder Assessments has increased dramatically. This form of assessment is quite time-consuming, and the current staff size will be severely challenged to keep up with this growing demand.
- The Tier 1 initiative to increase living on campus, including the most recent addition of the Freshman dorm, Cougar Village, will only contribute to the growing demand for mental health services at CAPS.
- In response to our awareness that many students are in need but do not seek out mental health services, CAPS will be implementing the "Let's Talk" program on a trial basis in order to reach out to students who might not otherwise be willing to initiate services at CAPS. This initiative will require more staffing to be most effective.

- *We are keenly aware of budget shortages and your need to prioritize. We are basing our request on the basic needs of CAPS in order to effectively serve the quickly expanding student body, many of whom are now living on campus. However, if base augmentation is impossible at this time, we respectfully request that SFAC consider a one-time funding for FY 2011-2012 for the generalist psychologist position given that enrollment has exceeded the budgeted target, which may generate enough one time funds.*