Student Affairs | Measuring Up

Creating a culture of assessment and evidence.

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Salisbury UNIVERSITY

Salisbury University
Office of Student Affairs
Counseling Center
August 2020

The Counseling Center is accredited by
the International Accreditation of Counseling Services (IACS)

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EXECUTIVE SUMMARY (one page)

As the COVID-19 pandemic persisted through all of the 2020-2021 academic year, Counseling Center operations and programming were offered via video connection and slowly transitioned to some in-person services in the spring of 2022 as masking mandates lessened on campus. Center staff continued to provide professional mental health services, outreach and education, along with training and supervision for graduate interns from Wilmington University, Capella University, and University of Maryland Eastern Shore. TimelyMD provided contracted distance mental health care to augment the services offered by the Counseling Center to offer more opportunities for student counseling given the challenges of COVID-19 and staffing shortages.

Highlights of the Year

- Dedicated staff members continued to provide services to students during a period of significant changes in university operations due to COVID-19 as well as staffing challenges that required the Assistant Director to serve as Interim Director while also searching to fill open positions.
- The addition of TimelyMD's telementalhealth services helped provide more opportunities for students to access counseling and also required the staff to communicate effectively with the contractors to review cases and follow student care.
- Staff members shifted to providing video-based consultations when COVID-19 prevented normal operations.
- Psychiatric services were available for the fall semester and the clinician was unable to offer services for the spring semester. The Psychiatrist provided 57 appointments to students in Fall 2021.
- Case management was a primary focus given COVID-19 limitations that affected regular services and encouraging students to utilize TimelyCare/TimelyMD.
- Completion of thorough documentation for every contact related to a student.
- Ongoing collaboration with offices such as Student Health Services, Housing and Residence Life, University Police, and Student Accountability & Community Standards, to name a few.
- Provision of quality training and supervision for master's level interns in social work and clinical mental health counseling, which requires weekly face to face supervision, review, oversight of revision, and approval of clinical documentation, and responsibility for clients' welfare. Training was offered via telework and transitioned to in-person as campus procedures changed.
- Provision of suicide prevention and mental health promotion programs (e.g. Kognito At-Risk Training for faculty, staff, and students, New Faculty Orientation, Admission/Readmission Committee).
- Provision of training on mental health issues for student leaders such as Resident Assistants and Powerful Connections Mentors.
- Continued involvement with the CARE Team.

Staff

Full-Time Staff

Michaila Webb, BS, Administrative Assistant
Laurie Scherer, MS, LCPC, Director started January, 2022
Nikki Allen Dyer, MEd, MSW, LCSW-C, Counselor, Assistant Director, and Acting Director through December 2021.
Dawn Keter, MSW, LCSW-C, CTM Training Coordinator/Counselor
Cassidy Zeller, MS, LCPC, Outreach Coordinator/Counselor

Graduate Interns

Makya Purnell, UMES Counseling Intern January 2022-May 2022
Taylor Oliphant, Willmington University SW Intern, August 2021- May 2022

Part-Time Psychiatrist

Sonia Tyutyulkova, M.D., Part-time Psychiatrist, September 2021-December 2021

Section I: Department Overview

Vision
Salisbury University students will receive education and support that will enable them to connect learning and living, demonstrate personal and academic integrity, welcome diversity and inclusion, and be effective and contributing members of the University, their community, and the broader society.

Mission
The primary purpose of the Counseling Center is the provision of high quality and professional mental health services including prevention, assessment, and treatment of psychological problems, emotional concerns, or mental conditions of individuals or groups. The Counseling Center also aims to provide mental health promotion, education related to early problem detection and intervention, student advocacy, and effective access to services. In alignment with the mission of the University and the Division of Student Affairs, goals are to promote student welfare and psychological wellbeing, academic success, and a safe and healthy campus community. The Counseling Center is also committed to enhancing students' overall college experience in order to be effective contributing members of society. Through a graduate internship training program, the Center also provides quality training and supervision for master's students in social work and other graduate programs in counseling.

Goals
The Division of Student Affairs will partner with faculty and other administrators to consistently measure and articulate how co-curricular experiences and experiential opportunities contribute to student learning. Assessment methods may include but are not limited to:

- Providing therapy and counseling services to students who may be experiencing psychological, interpersonal, or behavioral difficulties.
- Providing consultation to faculty, staff, parents, and students to help foster an environment that is conducive to students' psychological, intellectual, emotional, and physical development.
- Providing training, outreach, mental health promotion, and other programs for students, faculty, and staff.
- Providing education, training, and supervision to graduate students to foster their development as competent mental health professionals.

Scope of Practice – Services Provided
The Counseling Center at Salisbury University is the sole mental health agency in the University and provides out-patient mental health services to students through a variety of modalities. Out-patient treatment allows students to receive regular therapeutic appointments. The frequency of therapy sessions will vary depending on therapeutic goals identified collaboratively by the student and their clinician, along with consideration for scope of practice and staffing levels. The Counseling Center ascribes to a short-term therapy model which means that students are seen for a limited number of sessions. Some students may be seen for additional sessions during treatment based on the clinician's recommendations. If a student requires more intensive or frequent treatment on an ongoing basis, they will be referred to off campus providers for intensive out-patient or in-patient treatment. All students who plan to access therapy at the center will typically begin with an intake appointment or a walk-in appointment offered starting in February to create a quick access point for services.

The Counseling Center is accredited by the International Accreditation of Counseling Services (IACS).

Staff Learning Outcomes

1: Knowledge and Intellectual Growth

Foster an environment for students to integrate their skills and interests, make informed choices of academic majors and early career steps as they pursue a degree and develop into lifelong learners. In this capacity, students should be able to:

1.1 Exercise critical thinking, reflective thinking, and effective reasoning skills.
Continue to promote application of such cognitive skills in individual, couples, and group therapy and when engaging with students during outreach efforts, especially those aimed at reducing stigma, prejudice, and oppression.

1.2 Make informed decisions and draw reasoned conclusions using sound criteria.
Promote informed exploration and effective decision making in therapeutic, educational, outreach, and advocacy initiatives.

1.3 Express ethical reasoning in personal, academic and professional decision-making.
CC staff continue to adhere to ethical standards, embodying such for students, staff, faculty, as well as their colleagues.

1.4 Engage in experiences that lead to professional growth and career preparation.
Continue to offer a robust graduate student training program for students from various colleges and area in the region who seek placements at the center.

1.5 Articulate knowledge, skills and accomplishments integrating academic, social and life experiences.
Continue to conduct diverse and effective psychoeducational opportunities campus-wide.

2: Interpersonal Communication

Related learning outcomes include, for example, the ability to:

2.1. *Organize and articulate thoughts and ideas in a clear and cohesive manner.*
Continue to assist students in improving communication skills during sessions/interactions as well as provide information related to communication strategies to improve their ability to communicate in a clear, cohesive manner.

2.2. *Listen with openness and allow others to express different views.*
Continue to model appropriate listening skills during interactions with students. Implement programming that decreases stigma of students with mental health or disability related diagnoses and educates students about individuals with mental health or disability related diagnoses.

2.3. *Understand the appropriate use of new technologies and media.*
Reinforce positive communication strategies during interactions with students and assist students in recognizing patterns of communication that may be maladaptive.

2.4. *Employ honest, respectful and responsible engagement with others.*
Facilitate dialogue within group sessions that fosters honest, respectful engagement so that students may apply these skills outside of group settings.

2.5. *Demonstrate the ability to lead with confidence.*
Continue to work with students to improve self-esteem/self-worth through individual and group counseling sessions. Continue to provide means for students to learn to advocate for themselves and their needs with others.

Section II: Service Delivery, Admissions, and Financial Aid Outcomes

Students Served (July 1 – June 30 time period)
Enter "N/A" if data are not available for this reporting period.
Admissions and Financial Aid and Scholarships skip to below.

Clinical Services	Outcomes
Total unique number served (does not include repeat visits)	**203**
Total number of "visits" (includes repeat visits)	632
TimelyCare unique number served (does not include repeat visit)	**409**
TimelyCare "visits" by SU students (includes repeat visits)	918
Total number of students who received mental health services	**612**

Comments:
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Examples of Major Events, Services, Activities, and Initiatives[1]

Event	*ADDITIONAL DETAILS*	*AUDIENCE*
RA Training	Recognizing Distress in Students, Referring to the CC, CC Services, Self-Care	Residence Life - 80 RAs, RDs, and Professional Staff
New Faculty Orientation	Recognizing Distress in Students, Referring to the CC, CC Services	New Faculty - 30 Faculty, Deans, Directors, and Associate Provost **includes all attendees*
Graduate Intern Orientation & Training	Lethality Assessment, Clinical Training, Confidentiality, Professionalism, Abuse Reporting, Intake Assessments, Campus Services, etc.	All CC Graduate Interns
Threat Assessment Training (NABITA)	Assessing Threats and Conducting Assessments	Director
Student Interviews for Class Projects	Various Topics	Students in Various Courses – 3 Students
New Student Orientation Counseling Center Virtual Presentation	New Students and Families	Unknown as this can be ongoing viewed by any
RA Mental Health Training	HRL Director	RAs
New Faculty Orientation	Associate Provost	New faculty
Diversity Training	Directors - DRC & TRIO	TRIO Students
Interview	The Flyer	SU Community
New Faculty Orientation	Counseling Center Services	Associate Provost/New Faculty
Out of the Darkness Walk - SU Counseling Center Initiative	Suicide Awareness and Prevention SU Counseling Center Initiative	SU Campus Community and Off Campus Community Partners
Take Back the Night – SU Counseling Center Initiative	Sexual Assault, Sexual Harassment, Partner Violence, and Stalking Awareness and Prevention	SU Campus Community, UMES, and other Community Partners

[1] Contact the Associate Vice President for assistance in completing this section if needed.

Section III: Budget Allocations, Expenditures, and Revenue Generation

July 1, 2020 – June 30, 2021 Allocations

Budget Category	Allocation
01	695,350.75
02	89,204.00
03	236,140.00
Total	**1,020,694.75**

July 1, 2020 – June 30, 2021 Expenditures

Budget Category	Expenditures
01	426,076.04
02	43,819.58
03	227,405.49
Total	**697,301.11**

July 1, 2020 – June 30, 2021 Revenue Generated

Initiatives or Purposes	Revenue Generated
Example: Student Success Grant from Foundation to purchase new laptops as loaners to low-income freshmen.	$12,250.00
Total	**N/A**

Comments related to budget decisions, concerns, cuts, reallocations, etc.

Section IV: Collaborations and Partnerships (Internal and External)[2]

Examples of Collaborations and Partnerships	Outcomes and Impact
Example: County Public Schools Guidance Counselors	Resource materials for helping high school students and families discuss mental health before college.
Academic Affairs' Initiatives Related to Increasing Assessment Skills for Students of Concern	Attended training with CARE Team to improve skills to identify and assess students at risk to self or community.
Athletics Drug & Alcohol Assessments	Provide assessment to students referred from Athletics and share recommendations for treatment as appropriate. .
MOU Collaboration & Related Communication with community Clinicians and Services	Offer student referrals to community agencies to best meet student's mental health needs. Paid copay fees for students as agreed upon in MOU.
Monthly meetings with SHS for coordination of clinical services	Identified ways to best assist and refer individual students and exchanged updates related to operations within respective areas, as a means of improving referral services
SU Police Department	Maintained collaboration and communication by meeting with the department and working with them on the CARE team.
Care Team	Collaborated with key SU departments to assess, monitor, and recommend interventions for students of concern.
Out of the Darkness	Collaborated with faculty and staff representatives in addition to community partners to plan an impactful event to increase the focus on suicide prevention.
Chalk It Up	Held in-person in May as safety limitations on activities were lifted. Provided mindfulness activities and opportunities for creative expression for students.
Take Back the Night	Collaborated with the Office of Institutional Equity, Athletics, Disability Resource Center, Housing and Residence Life, UMES, and Life Crisis Center to plan and hold this year's virtual Take Back the Night event. The event, which increases awareness of sexual violence while empowering survivors, was offered to anyone affiliated with SU as well as the Salisbury community.

[2] Contact the Associate Vice President for assistance in completing this section if needed.

Section V: A Summary of Achievements Related to Student Affairs and SU's Strategic Plan

*The following are examples of ways in which the Unit is assisting Student Affairs and the University achieve strategic plan goals. Please use bullet or numerical formatting to provide examples of **significant** achievements. Some achievements may apply to multiple goals. Use measurable outcomes as much as possible.*

Goal 1: Enrich academic success and student development.

- **Attract, enroll and retain a talented and diverse first-year class, transfer class, and graduate cohort.**
  Participated in various outreach activities such as Open Houses, Admitted Students' Day, Orientation, and the Admissions/Readmission Committee. Talked with future students and families about the availability of counseling on campus.
- **Optimize orientation efforts to facilitate the transition of well-informed first-year, transfer, and international students along with their families.**
  Participated in Orientation programming for students and families.
- **Strengthen programmatic aspects of the Living and Learning residential environment.**
  Provided training to residence life staff and education to students (e.g., RA training on early detection of mental health problems and effective referral).
- **Engage students in understanding common community standards.**
  Participated in assessments and interventions to address alcohol violations and threats to self and others. Through counseling interventions, addressed community standards, healthy behaviors, and personal values.
- **Demonstrate the ability to understand and respect values, attitudes, and beliefs that differ across cultures, and to respond appropriately to these differences in the delivery of programs and services.**
  Educated the campus community regarding stigma around mental health with the aim of creating an environment of civility, tolerance, respect and valued diversity. All staff continued to participate continuing education related to diversity, including OIE mandated trainings, licensure required trainings (including ethics training) and staff discussions related to diversity and inclusion.

Goal 2: Inspire a campus culture of inclusive excellence, support, and collaboration.

- **Establish a roadmap for students on how to make the most of out-of-class experiences.**
  By providing counseling and other mental health services, as well as referral to other campus resources, the center continued to help students identify new skills to increase distress tolerance and improve coping skills to ensure they can actively participate in academic and other campus activities.. Examples include outreach events.
- **Articulate expected outcomes and markers of a healthy and inclusive community.**
  Continued to evaluate the impact of past programming and focus on offering a broad range of service access points, both scheduled and walk-in, to support students to participate actively in their community. Provide outreach opportunities that bring campus members together.
- **Create opportunities for students to engage in intercultural/cross-cultural activity and dialogue.**
  Created quick access to counseling services for students who are less likely to seek traditional counseling and increased diversity of staff by utilizing TimelyCare's services.
- **Enhance academic coaching for students less likely to persist.**
  Referred students to campus academic resources.
- **Promote co-curricular engagement among students.**

Continued to assist students to explore mental wellness in order to thrive in life outside of the classroom.

- **Advance leadership development and career decision making.**
  Referred students to on and off-campus resources related to career decision making.
- **Recognize and celebrate student successes.**
  Continued to provide graduate training that enables successful completion of graduate internships.

Goal 3: Support access, affordability, and academic excellence.

- **Adopt appropriate technology that enhances student services, student learning, and administrative productivity.**
  Updated the center's website to reflect most updated services to enable students, faculty, and staff to be able to understand services available to students. Streamlined Titanium (electronic scheduling and record-keeping platform) to ensure we keep timely and accurate records.
- **Articulate evidence-based knowledge of students and student life themes.**
  Simplified access to counseling services and shifted to a focus on student defined needs for counseling within a short treatment model.
- **Practice profession-wide competencies as expressed in the Council for the Advancement of Standards (CAS) in Higher Education and other professional standards.**
  Adhered to ACA and NASW ethical codes.
- **Designed new facilities and renovations with an eye toward innovation, inclusion and sustainability.**
  Continues to meet with Blackwell Hall Renovations Team.
- **Allocate program, spaces and resources using data-driven analysis.**
  Explored several treatment models to incorporate best usage of technology and limitations during COVID-19. Developed a simpler, student-focused approach for Fall 2022 to increase access to counseling while adhering to an appropriate scope of service to prevent clinician burn out and student perception of lack of services.

Goal 4: Deepen engagement with our community.

- **Identify and implement mechanisms to enhance department and division-wide communication, coordination and collaboration.**
  Continued collaboration with other departments through clinical consultations and CARE Team. New director met with leadership in areas that work in collaboration with the Counseling Center to begin assessing and improving relationships.
- **Continue knowledge and relationship building for all student affairs staff.**
  Attended professional development meetings, continuing education programs, and provided training to students, student leaders, faculty and staff.
- **Maintain collegial partnerships across campus and within the larger community.**
  See responses to both items above.
- **Recruit, retain, and mentor experienced and diverse student affairs staff both professional and administrative.**
  The Counseling Center welcomed a new director but was unable to hire staff to fill two open positions.
- **Align the Performance Management Process (PMP) with university, division - and department-specific strategic plans.**

Continued this process annually.

- **Stay abreast of and incorporate new research and best practices.**
  Attended professional training experiences and utilized professional networking platforms such as listservs to stay informed.

Goal 5: Enhance environmental, social, and economic sustainability.

- **Offer resources for students, faculty, and staff related to campus safety.**
  Continued to offer Kognito trainings for the entire campus, continued to serve on CARE Team, conducted extensive training related to peer safety to Housing and Residence Life. Ras. and Powerful Connections Mentors.

Section VI: Measuring Up – Research, Assessment, and Evaluation[3]

Goals and Outcomes
July 1, 2021-June 30, 2022

What were your department goals for this past year? List them here then provide summative outcomes.

Department Goals	Summative Outcomes
Example: Promote student success through health and wellness initiatives.	▪ *5 health and wellness workshops were offered in partnership with Center for Student Achievement* ▪ *1,257 unique students attended 5 health and wellness workshops* ▪ *83% of students who attended the 5 health and wellness workshops indicated the sessions contributed to their academic success*
Continue to provide mental health services to students during the pandemic utilizing alternatives methods of offering services and partnering with other providers.	Created partnership with off-campus providers, managed referrals to TimelyCare, and provided video-based counseling which shifted to in-person when allowed.
Improve the diversity of staff and areas of training and expertise in provision of culturally effective services.	Two counselor positions remain opened and focus is shifting to increasing diversity in services through other means such as offering several points of access that allow more students to receive services. Partnering with community providers and TimelyCare increases the therapist options for students.
Maintain and expand partnerships with community providers in meeting the mental health needs of the campus community.	TimelyCare/TimelyMD provided the most comprehensive referral source for SU Students. The Counseling Center continued to monitor resources in the community and refer students appropriately.
Maintain high quality robust and competitive graduate training program.	Feedback provided by interns was positive.

[3] Contact the Associate Vice President for assistance in completing this section if needed.

Student Learning Outcomes
July 1, 2021 - June 30, 2022

What were your student learning outcomes for this past year? Did you conduct any assessment of those SLOs to see how you're doing? If so, complete this section.

Student Learning Outcomes	Mapped to University SLOs	Mapped to Division's SLOs	Evidence of Learning
Example: Sophomores participating in the Sophomore Year seminar will be able to explain University policy for changing a major.			▪ *75% of participants were able to explain policy for changing a major as evident on post-evaluation compared to pre-test results.*
Example: 70% of seniors participating in the résumé development series will be able to identify at least four strategies for writing a successful résumé.			▪ *80% of participants were able to identify four strategies for writing a successful résumé as evident on written exit interview.*
Students utilizing therapy services will be able to make progress towards their treatment goals.			Students utilizing Counseling Center resources or TimelyCare reported satisfaction in the services.
Services provided will improve student's overall academic performance.			Not measured during this academic year as the use of the Satisfaction Survey was suspended during the pandemic and resulting decline in services available.
Telehealth therapy sessions will help students successfully manage their distress.			Students utilized video consultations with Counseling Center staff and TimelyCare.

Section VII: Strategic Plan-Related Goals (July 1, 2021 – June 30, 2022)[4]

The following goals are intended to be SMART goals. Each goal should be linked to measurable outcomes and is consistent with strategic priorities, Student Affairs' goals and expectations, and the University's strategic plan. ***Three to five goals are recommended but you may have more. Please use new University Strategic Plan 2020-2025 goals for this section.***

Department Goal or Objective	Map to University Strategic Plan 2020-2025 Goals	Map to SA Strategic Goals (TBD)	Examples of Assessment Metrics that will be Used
Example: Implement new living-learning communities focused on diversity and inclusion.	*Goal 1* *Initiative 2*		▪ *Number of living-learning communities created.* ▪ *Number of students completing housing contracts for the new LLCs.*
Example: Ensure that 70% of academic probation students participate in at least two sessions on successful study habits.	*Goal 4* *Initiative 2*		▪ *Number and percent of academic probation students participating in at least two academic sessions.*
Create increased access points to counseling through traditional intakes, walk-in appointments and urgent appointments to remove barriers for student access.	Goal 1 Objective 1.2.1		Update services on the website; communicate with staff, faculty, parents, and students to clarify services.
Increase options for student support by creating a peer support program staffed by SU students interns and volunteers.	Goal 1 Objective 1.2.5		Hire, train, and provide supervision to students from the SU SW program. Assess the program after a year and expand as appropriate
Collaborate with campus partners to communicate directly with faculty to increase their support and referral of students to services.	Goal 1 Objective 1.4.2		Creation of informational program shared with all faculty members. Individual consultations as needed.
Create outreach campaign to educate the campus about how to effectively	Goal 1 Objective 1.4.2		Provide posters in all bathrooms on campus

[4] Contact the Associate Vice President for assistance in completing this section if needed.

seek help at the counseling center, police department, or SU Cares/CARE team.			sharing information on How to Get Help**.**
Work with the Counseling Center Advisory Councils (student and professional) to further define student needs and incorporate changes	Goal 1 Objective 1.2.2		Meet regularly with both Advisory Councils and incorporate suggestions when appropriate.
Advocate for more diverse staff members and utilize community resources, TimelyCare, and student peer support to provide more opportunities for students to access support from diverse counselors.	Goal 2 Objective 2.1		Utilize satisfaction surveys to measure student response to services.