

[Home](#)   [Actions](#)   [Logout](#)   [How it works](#)

## Student Services Program Review

Program Name: **Psychological Services**

Program Contact: **Ueda, Makiko**

Academic Year: **2013-2014**

Status: **Submitted**

### 1. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [Institutional Program Planning](#) as appropriate.

As part of health services provided to students, CSM Psychological Services exists to promote the mental, emotional and developmental well-being of the diverse campus community.

#### Services Provided:

- Personal counseling
- Crisis intervention and emergency response
- Consultation with faculty, staff and administration
- Coaching regarding disruptive and/or disturbing behavior
- Intern recruitment, training and supervision
- Outreach activities to the campus community
- Coordination of in-service training for faculty and staff
- Service coordination with community agencies
- Support to campus programs

### 2. Summary of Student and Program Data

#### A. Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program.

SLO was assessed each semester through the administration of a student self-report questionnaire.

Our fall 2012 and spring 2013 self-report questionnaire revealed that our students have accomplished the student learning goals that we had set forth for our unit. The goals are for students 1) to fulfill desires and possibilities through personal counseling sessions, and 2) to help students achieve academic goal(s) or stay in school through personal counseling.

The 2012-13 survey shows that before receiving personal counseling students scored 3.1 points out of 10 (1 represents the worst situation that the student has ever experienced, and 10 represents fulfilling all the student's desires and possibilities). After beginning to receive personal counseling the average score went up to 6.7 points. 59% of students reported that personal counseling helped them achieve academic goals and/or stay in school. 27.3% reported personal counseling "maybe" helped them to achieve academic goals. 13.6% marked "Does not apply". Although most students did not report academic problems as a presenting problem during counseling sessions, it

is significant that 86.4% of students reported personal counseling had positively impacted their academic performance.

Sample feedback comments from students are:

- I am learning how to accept a compliment and believe it is real.
- This is my first time with a counselor that I feel like we are a team.
- I discovered that I'm very hard on myself.
- I am able and capable,
- I am a good and loved person.
- I like me.
- I can take care of myself.
- I am able to work and come back to school.
- I no longer feel like a victim of my decisions.
- I realize I am capable of managing my life.
- I learn to be in touch with my emotions without letting them dictate my behavior.
- Life is not fair and happiness takes work.
- Without help from my counselor I wouldn't stand where I stand now.
- I found that having improved my condition and working on solving my problems, I am worth so much more academically.
- I feel it is better to open up instead of repress (feelings).
- I feel I achieved better clarity regarding what I had been through (still working on it).
- My counselor is amazing!
- I can trust.
- It is OK to be angry.
- I am a strong woman who can accomplish goals I set for myself.
- Counseling has helped me to continue my goal for school.

## B. Student Support Indicators

1. Review student program usage and discuss any differences across demographic variables. Refer to SARS, Banner, **Planning, Research and Institutional Effectiveness (PRIE)** reports and other data sources as appropriate.

Psychological Services has made a considerable effort to recruit intern counselors reflecting the diverse student body on campus. At CSM as an institution, we are committed to recognize, value and reflect the diversity of the community. In CSM Institutional Priorities 2008-2013 of section 3, the importance of integrating multicultural and cross-cultural experiences into student support services is strongly emphasized. We were able to achieve the goal from past years to provide counseling services to students from ethnic minorities and underserved populations. We currently have intern counselors with culturally, ethnically and linguistically diverse backgrounds. Although we had difficulties recruiting Chinese speaking interns for this year, out of six intern counselors we have five bilingual counselors (Tagalog, Spanish, Korean, Hebrew and Japanese), two LGBTQ counselors and one Veteran counselor.

During the 2012-13 academic year we provided counseling services to a student body consisting of: 41.7% White, 21.1% Hispanic, 20.6% Asian and Pacific Islander (API), 5.6% Middle Eastern and 2.8% African American. Compared to CSM student ethnicity profile (Fall 2012), ethnic background of students who received personal counseling seems to reflect well to CSM student ethnicity profile.

White    Asian/Pacific    Hispanic    African    Middle

	Islander/Pilipino	American	East		
CSM Student Ethnicity (Fall 2012 by PRIE)	32.5%	21.8%	19.1%	3.8%	No data
Students received personal counseling	41.7%	20.6%	21.1%	2.8%	5.6%

From the report above, it appears that personal counseling services were provided to students with diverse ethnic background. However, when we look at an average number of counseling sessions provided based on ethnicity, the result provides us with a different idea. (Please see the chart below.) Among 137 students who received individual counseling services, White students receive average of ten counseling sessions while API students receive an average of 5.8 sessions, African American receive an average of 2.8 sessions and Middle Eastern students receive an average of 1.2 sessions. There may be several explanations for this. First, there may be a stigma against admitting mental health issues associated with certain cultural backgrounds, and/or these differences could be an indicator of how students felt comfortable and connected with counselors, who have different backgrounds from student's ethnic backgrounds. From our limited data, there seem to be a tendency that White students stay longer and have more counseling sessions with a White counselor, and Hispanic students stay longer with a Hispanic counselor. However, with API students, the average number of counseling sessions stays small with any counselors. African American students and students with Middle Eastern backgrounds tend to drop out of counseling session after one or two sessions. This will be an important discussion topic in the future in order to address these gaps.

	White	Hispanic	Mixed	Asian/Pacific Islander/Pilipino	African American	Middle East
Average number of sessions	10.0	8.7	7.4	5.8	2.8	1.2

2. Discuss any differences in student program usage across modes of service delivery.

As a part of direct service to students, Psychological Services offers not only individual counseling, but also provides students with support groups, workshops and outreach activities. I believe faculty and staff involvement makes a big difference to student's participation in such activities.

For example, during spring 2013, playgroup sessions were offered to children at the Child Development Center. About fifteen children participated in weekly playgroups facilitated by an intern counselor. These groups were very successful and no children dropped out from the playgroups. I believe this was because we had strong support from the director of the program and staff members, and they encouraged children to continue participating in the groups.

For the CSM Mental Health Spring conference in 2013, several speakers were invited to CSM to address a variety of mental health related topics such as stigma, drug and alcohol, LGBTQ and Veteran students. Faculty members agreed to bring their classes to the workshops and there were a couple hundred students who participated in these workshops.

Student peers also made a huge impact on our outreach efforts to students. With guidance and support from a Mental Health Educator coordinator, the student peers set up a table couple days each week at College Center in order to engage with students, help coordinate campus mental health related events and run Active Minds student club in order to promote mental health awareness among students.

The peers did an excellent job promoting mental health and wellness and they had a direct contact with a large number of students to discuss mental health and wellness.

### C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency. Discuss no-shows, group vs. individual delivery, etc.

Psychological Services is staffed with only one faculty member. We have seven intern counselors who worked as volunteers in the 2012-13 academic year. We have been able to offer 1542 counseling hours to 267 students. (Fall: 105 students and 655 hours, Spring: 164 students and 887 hours) This represents a 20% increase of both number of students and counseling hours from the previous year. Considering we have the same number of intern counselors from last year, these are significant increases! I believe these increases are due to an increase number of outreach activities and strong commitment of intern counselors. Obviously it would have been impossible to serve this many students with only one counseling staff person.

With the effort and help of a Mental Health Educator, we are planning to establish the Active Minds student club on campus for 2013-14. This is a national organization to promote mental health and wellness among college students. I believe the Active Minds will play an important role to reach out to students on campus and will help create a safe space where students can talk about mental health issues and challenges affecting them. It was reported to me that over one hundred students signed up for the Active Minds Club and there are 15 to 20 active members.

### 3. Additional Factors

Discuss additional factors that impact the program, including, as applicable, changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

As it was indicated at the last program review, the College of San Mateo received a grant from the California Community Colleges Student Mental Health Program to support the CSM Cares program. This is a two year grant that covers fall 2012 through spring 2014. It has provided us with resources and funds to promote student mental health with emphasis on suicide prevention, peer support and outreach to underserved population such as LGTB, Veterans and former foster youth students. It also emphasizes collaboration with mental health agencies and clinics in the community. In recent years there have been greater needs and awareness in regards to mental health issues among college students due to an increase in the number of incidents such as school shootings, an increase in the number of suicides committed by college students. There are also large number of Veteran students with psychological/ adjustment difficulties.

### 4. Planning

#### A. Results of Program Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

Plans from 2012-13 program review are: 1) Increase access to psychological services program by implementation of CARE program on campus and 2) qualified staff (intern) counselor recruitment and maintain high quality intern training program.

- 1) Increase access to psychological services program by implementation of CARE program on campus

Through collaboration with CSM Care's planning members, we coordinated in-services training and outreach activities on campus. As indicated in section 2-C, we saw a 20% increase in both the number of students and counseling hours from the previous year. According to our data from spring 2013, 36.1% of students were self-referrals, 45.8% were direct referrals from faculty and staff, 8.4% were referrals from friends and family and another 8.4% of students learned our services through our classroom presentations. Although we do not have past data, the number shows that almost half of students were referred directly by CSM faculty and staff. I believe that through in-services training and workshops, faculty and staff members become more aware of student mental health issues and are able to see warning signs from students who are in classrooms and offices.

Referral Source	Faculty and Staff	Self (flyer, website, etc.)	Friends/Family	Class Presentation	Other
% of Students (Spring 2013)	45.8%	36.1%	8.4%	8.4%	9.6%

2) Qualified staff (intern) counselor recruitment and maintain high quality intern training program.

We are successful recruiting skilled intern counselors who have diverse backgrounds. Out of seven interns, three are practicum students and the other three are registered interns by the State of California. Six interns speak languages other than English. Two interns identify themselves as LGBTQ and one is a Veteran. The racial breakdown is: two Caucasians, one Hispanic, two Asians (Korean and Filipino), one Middle Eastern, one mixed race.

Weekly individual and group supervisions are offered to all the interns and conduct weekly training sessions. 2012-13 training topics include: crisis management, suicide assessment, narrative therapy, eating disorders, trauma work, alcohol and drug issues, hypnotherapy, humanistic approaches in counseling, psychiatric medication, diversity training, and case presentation. Five guest speakers from outside the campus were invited to share their specific areas of expertise with the interns. I coordinate a tour to visit a mental health facility in San Francisco to learn about community mental health care and services. There were three staff retreats through the year in order to build community and create a supportive environment for intern counselors.

B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [Institutional Program Planning](#) as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section 2.

[Note: Specific plans to be implemented in the *next year* should be entered in Section 4C.]

Psychological Services is committed to serving students with diverse backgrounds and promoting mental health awareness for the whole campus community.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student success.

Through CSM Cares, we continue to offer more psycho-educational training and workshops to faculty/staff. This helps the faculty/staff become more aware and recognize warning signs of students who are in need, learn how to approach such students, and develop more skills and knowledge on how to refer students to appropriate resources on/off campus. This helps toward reaching out to a greater number of students, especially students from under-served populations. These efforts help reduce the stigma, and students are more likely to access psychological services resources.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that

would help the program to improve student success.

We are committed to strengthening our collaboration efforts with campus programs. Psychosocial Services works closely with the CSM Health Center and other student support services and campus programs including: Disabled Student Services, Transition to College program, EOPS, Veteran Support Services, Multicultural Center, Child Development Center, Public Safety, (Academic) Counseling Program and Diversity in Action Group (DIAG)

With help from the Mental Health Faculty liaison, we have been able to increase the number of in-service trainings this year. We also provide consultation to faculty and staff. Because of a strong collaboration with campus programs and academic instructors, about 46% of students receiving counseling are directly referred by faculty and staff. (See section 4-A.1) Once the student's emotional and/or behavioral issues are addressed and he/she receives appropriate support, I believe this ultimately leads to his/her academic success.

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

Faculty

The grant which financially supports our CSM Cares program is only for two years and it will end in spring, 2014. It is important to continue and maintain CSM Cares after spring 2014. We need to keep a faculty liaison position in order to run CSM Cares effectively.

Equipment and Technology

Instructional Materials

**Item:**

Student Health 101: on-line psycho-educational magazine for students

**Number:**

1 for one academic year

**Vendor:**

College Health Services, LLC

**Unit price:** \$5,000 for a license

**Total Cost:** \$5,000

**Status\*:** New

Classified Staff

The grant which financially supports our CSM Cares program is only for two years and it will end in spring, 2014. It is important to continue CSM Cares program after spring 2014. We need to keep a mental health educator position in order to run CSM Cares and peer educator program effectively.

Facilities

C. Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the **Institutional Priorities, 2008-2013**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

**Plan 1**

Title:

Strengthen outreach activities through working with the Mental Health Peer program and Active Minds student club

Description

With leadership of a Mental Health Educator, Mental Health Peer Educator and Active Minds Club will be established for the 2013-14 academic year. Psychological Services is committed to build strong connections with the peers and club leaders in order to support their outreach activities.

Action(s)	Completion Date	Measurable Outcome(s)
In-service training to the peers offered by Psych Services	2014	Offer at least three trainings
Students referrals to/from Active Minds Club	Spring 2014	Post Active Minds flyers in a counseling waiting room, suggest students join the club, introduce a club supervisor to students, join the club meetings to make connections
Update student survey to include the peer program and Active Minds as referral sources	Spring 2014	After updating the survey, the survey will be distributed during spring semester

**Plan 2**

Title:

Qualified staff (intern) counselor recruitment and maintain high quality intern training program

Description

Continue to recruit qualified intern counselors who reflect the diversity of the CSM student body. An additional number of interns will be brought on board in order to meet the possible increased demand of personal counseling services.

Action(s)	Completion Date	Measurable Outcome(s)
Interview and hire a total of eight intern counselors who have diverse backgrounds.	Spring 2014	Decide on eight interns by the end of March 2013. New interns will consist of people who are bilingual/bi-culture, LGTB or veterans.
Continue to provide on-going training such as group/individual supervision and weekly training.	Spring 2014	Training includes orientation, three retreats, diversity related workshops, several guest presenters and case presentations, etc.
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome

**5. Resource Requests**

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

**NOTE:** To make a faculty position request, complete **Full-time Faculty Position Request Form, AY 2013-2014** and email to your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions

Equipment and Technology



Description	Cost

Instructional Material

<p><b>Item:</b></p> <p>Student Health 101: on-line psych-educational magazine for students</p>	<p><b>Cost: \$5,000 for a license/year</b></p>

Classified Staff

<p><b>Mental Health Educator (full time)</b></p>	<p><b>Cost: \$40,000 including benefits</b></p>


Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description	Cost

**6. Program Maintenance**

A. Course Outline Updates

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction website](#) for [course submission instructions](#). Contact your division's [COI representatives](#) if you have questions about submission deadlines.

Courses to be updated	Faculty contact	Submission month
N/A		

---

---

---

---

---

---

---

---

B. Website Review

Review the program's website(s) annually and update as needed.

	Date of next review/update
Makiko Ueda	Fall, 2013

C. SLO Assessment Contacts

<b>Makiko Ueda</b>	<b>Spring, 2014</b>

