Mission Statement

The mission of Counseling and Psychological Services Center (CPSC) is to provide culturally competent services to support SF State students to reach their emotional and educational objectives, career, and life aspirations through a variety of means including: time limited individual and group counseling, crisis intervention, referrals, preventative educational programs, workshops, outreach, consultation, advocacy and intern training. CPSC is committed to providing counseling, prevention education and graduate intern training within a multicultural framework, that integrates respect for diversity, and which includes attention to issues of social justice.

Planning Goals

Goal 1: Increase the number of students who attend their scheduled intake appointment by 10%.

Goal 2: Train and supervise graduate student trainees to provide culturally competent counseling for the campus community.

Goal 3: Provide programming that will increase SF State student's knowledge of the dangers associated with high-risk drinking and sexual violence among students, and related campus policies.

Student Learning Outcomes and Program Objectives

Goal 1: Increase the number of students who attend their scheduled intake appointment by 10%.

Programmatic Objective #1
The psychological well-being and academic success will be improved by increasing the number of students who attend intake sessions at the Counseling and Psychological Services Center (CPSC). Previously, 20% of students failed to keep their intake appointments. CPSC will contact students who have made intake appointments 24-48 hours prior, in an attempt to increase the number of students who attend their intake appointment by 10%.

Rationale:
Students who attend their intake appointment are given information about available treatment options, increasing the likelihood of enhanced psychological well-being to their support academic success.

Measure:
CPSC will compare the number of students who missed their scheduled intake appointment in Spring 2009 who did not receive a phone call reminder with Spring 2010 students who did receive a phone call reminder 24 to 48 hours before their intake appointment.

Results:
During Spring 2009, among 447 students with an intake appointment in the CPSC, 89 students did not keep their appointment nor rescheduled. The result was 20% of the students given intake appointments did not keep them.

In Spring 2010, 422 students requested an intake appointment in the CPSC. These students received a reminder call 24 to 48 hours prior to their appointment. Among them, 44 students did not keep their appointment nor rescheduled. Thus the no show rate dropped to 10%.
Conclusion:
There was a 10% increase in students who attended their CPSC intake appointment in Spring of 2010 after being reminded by CPSC 24 to 48 hours prior to their appointment. These results are reassuring that the services of the CPSC are valuable to students. These results also suggest that students are under stress, which may cause them to forget to participate in campus resources that support students in their success. The conclusion drawn from these statistics is that outreach follow-up in the initial stages of treatment is a valuable tool in supporting the students’ goal towards psychological well-being and academic success.

Goal 2: Train and supervise graduate student trainees to provide culturally competent counseling for the campus community.

Student Learning Outcome #1
Graduate students taking the Counseling and Psychological training course will increase their knowledge of Cultural Competency Counseling by 5%.

Measure:
Graduate student trainees will take a pre- and post-test (Multicultural Competency Scale).

Results:
The pre and post-tests were conducted for six clinic graduate students. The results for five students showed significant increases of 10-22% in the perceived level of competency on the CBMCS-2004 scales measuring multicultural knowledge, awareness of cultural barriers, sensitivity and responsiveness to consumers, and knowledge of socio-cultural diversities. The sixth student’s self perception of competency on these scales decreased by 10%.

The results for five clinic graduate students showed significant increases of 10-34% in their perceived level of competency on the MCSE-RD-2004 scales measuring multicultural assessment and intervention skills as well as multicultural counseling session management. The sixth student’s self perception of her competency on these scales decreased by 8%.

Conclusion:
It has been proven that although graduate students receive academic knowledge on diverse cultural experiences, it is not until they are able to integrate the information learned with the practice of therapy, reinforced by supervision, that cultural understanding is realized and cultural competency is developed. This assessment also uncovered that an accurate assessment of one’s knowledge and lack of knowledge is required for the intellectual growth and development in the area of cultural competency. The experience of being a culturally competent therapist requires the integration of self-knowledge, experience and academic knowledge.

Goal 3: Provide programming that will increase SF State student's knowledge of the dangers associated with high-risk drinking and sexual violence among students, and related campus policies.

Student Learning Outcome #2
Students who attend a Prevention Education Program workshop will demonstrate a 25% increase in knowledge concerning the dangers associated with high-risk drinking and sexual violence among students, and related campus policies.
Measure:
A pre- and post- test will be given at workshops attended by student athletes. These students have had previous training provided by Prevention Education Programs, potentially impacting the percentage of knowledge gained. Students not having any previous training would likely demonstrate higher increases.

Results:
Students attending CEASE and SAFE Place workshops demonstrated an increase in knowledge by an average of 10% as measured by a pre- and post-test.

Conclusion:
Students attending CEASE and SAFE Place workshops gain information to assist them in making healthy choices. Given the prevalence of high-risk drinking and sexual violence on college campuses, it is important that prevention education messages about the importance of responsible drinking and consensual sexual behavior reach students.