Mission Statement

The mission of the 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 provide 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: Maintain the number of students who attend their intake appointments at 90%.

Goal #2: Increase the number of students who attend their follow up sessions by 10%.

Goal #3: Train and supervise graduate student trainees to integrate their learning of cultural diversity to provide culturally competent counseling for the diverse SF State student body by the end of their academic year of training.

Student Learning Outcome #1

Enhance the psychological well-being and support academic success of students by maintaining the number of students who attend intakes sessions at the Counseling and Psychological Services Center.

Program Objective

All students making intake appointments will be contacted 24 - 48 hours prior to their scheduled appointment. Students will be informed in writing on intake form, on counseling center website, displayed in reception area, and on the telephone message that they will be charged $20 if they fail to keep or cancel their CPSC intake appointment. By communicating and charging students the center is attempting for a second year to maintain the number of students who attend intake appointments at 90%. It has been proven that even one intake appointment has had positive affect on student success.

Rationale

Currently, 10% of students fail to make their intake appointments. Students who do attend their intake appointment are given information about available treatment options, which increases the likelihood of enhanced psychological well-being to support academic success.

Measures

The Center will compare the number of student intakes in Spring 2010 who were called 24 to 48 hours before their intake appointment, with Spring 2011 students who were called 24 to 48 hours before their intake appointment and charged $20 if they failed to keep or cancel their intake appointment.

Results

In Spring 2011, CPSC scheduled 417 intakes. In Spring 2011, 22 students (5.3%) failed to show for intake appointments. In Spring 2010, 44 students (9.6%) failed to show for intake appointments scheduled. This is a decrease of 45% in no show intake appointments from Spring 2010.
Conclusion
There was an increase by 20% of students who attended their follow-up appointment in CPSC in Spring 2011 as compared to the 10% decrease in Spring 2010. These students were being reminded by the center 24 to 48 hours prior to their intake appointment and they would be charged $20 for not keeping it. The results for the last two years are reassuring that the reminder call are valuable to students and which can help students to follow through on their plan to reduce their stress. These results continue to suggest that students are under a lot of stress, (indicated by increase in scheduled appointments for this period) which may cause them to forget following through on positive methods to relieve their stress even when they make initial attempts to do so. Conclusion drawn from these statistics is, outreach follow-up in the initial stages of treatment is a valuable tool in supporting student’s goal towards psychological well-being and academic success.

Student Learning Outcome #2
Enhance the psychological well-being and support academic success and retention of students by increasing the number of students who attend their follow up sessions at the Counseling and Psychological Services Center.

Program Objective
All students making follow up appointments will be reminded by front desk staff at the time they schedule their follow up appointments that there will be a $20 fee charged for missed (no show) appointments. By initiating this policy with students, the Center is attempting to increase the number of students who attend their follow up appointments by 10%.

Rationale
In Spring 2010, among the 1,754 students with follow-up appointments in CPSC, 495 students did not show for their follow up appointments. Result was 28% of the students given follow-up appointments did not keep them. Students who do attend their follow-up appointments are given information and ongoing treatment for their presenting concerns, which increases the likelihood of enhanced psychological well-being to support academic success.

Measures
The Center will compare the number of follow up appointments in Spring 2010 attended by students when the $20 no show policy was not in effect, with the number of follow up appointments in Spring 2011 attended by students when the $20 no show policy was in effect.

Results
In Spring 2011, among the 1,834 students that scheduled follow-up appointments in the CPSC, 162 students failed to show for these follow up appointments. Result was an increase of 20% of students who showed up for their follow up appointments. This statistic is above the 10% projected goal.

Conclusion
There was an increase by 20% of students who attended their follow-up appointment in the CPSC in the Spring of 2011 after being reminded by the center 24 to 48 hours prior to their intake appointment they would be charged $20 for an missed appointment. The results for the last two years are reassuring that the services of the CPSC are valuable to students and when reminded follow through on their plan to reduce their distress. These results continue to suggest that students are under a lot of stress, (indicated by increase in scheduled appointments for this period) which may cause them to forget to follow through on positive methods to relieve their stress even when they make initial attempts to do so. Conclusion drawn from these statistics is 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.
Student Learning Outcome #3

CPSC Peggy Smith graduate counseling intern-training program will increase the knowledge of 6 interns of cultural competency counseling skills by 5% at the end of their academic training year. This will be the second cohort of 6 graduate counseling trainees that will participate in the pre and post assessment.

Rationale
S F State has a diverse multicultural / multiethnic student body and it is essential that the trainees learn to provide culturally competent clinical counseling to this population. This increased cultural competency training is consistent with CPSC and SF State’s mission.

Measures
Graduate student trainees will take the California Brief Multicultural Competency Scale (CBMCS-2004) and the Multicultural Counseling Self-Efficacy Scale-Racial Diversity Form (MCSE-RD-2004) at the beginning of the academic year. It is hypothesized interns will demonstrate a 5% increase in knowledge about culturally competent therapeutic skills when retested by these scales at the end of the academic year.

Results
4 of the 5 clinic graduate students in AY 2010-11 showed significant increases of 6% to 11% in their 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 5th student showed an overall increase of 1% on these scales.

4 of the 5 clinic graduate students in AY 2010-11 showed significant increases of 8% to 23% 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 fifth student’s self-perception of her competency on these scales increased by 3%.

Conclusion
For the second year in a row the graduate trainees in the Peggy H. Smith Counseling Clinic show significant increase in their knowledge of culturally competent mental health services as well as in their perception of their level of competency in multicultural counseling. Students’ comments indicate that both the clinical seminars focused on diversity and multicultural issues and the contact with diverse mental health professionals and clients added to their knowledge base and their cultural awareness as professionals.