



Unit End of Year Report

Report includes:

- 2015-2016 Annual Goals
- 2015-2016 Assessment Plan
- Key Performance Indicators
- 2015-2016 Points of Pride
- 2016-2017 Annual Goals
- 2016-2017 Assessment Plan

Unit: Student Counseling Center, Hazen Center for Integrated Care

Director: Libby Caruso

Associate Director: Darlene Schmitt

UNIT OVERVIEW

This section corresponds with Administrative Unit Assessment Document 1

Unit Mission

Providing quality outpatient health, psychological, and prevention services is the primary focus of the Hazen Center for Integrated Care. The staff of the Health Center, Counseling Center, and Prevention and Outreach Services desire to enable a diverse student population to pursue the primary goal of acquiring an education with minimal lost time or distraction due to physical, emotional, or social issues. The collaborative nature of these programs enhances the overall health and development of the College at Brockport student.

Alignment with College Mission

The staff of the Health Center, Counseling Center, and Prevention and Outreach Services desire to enable a diverse student population to pursue the primary goal of acquiring an education with minimal lost time or distraction due to physical, emotional, or social issues. The collaborative nature of these programs enhances the overall health and development of the College at Brockport student.

Unit Functions and Services

Provides care to students in both individual and group formats who are seeking assistance with emotional, psychiatric or behavioral concerns. The Counseling Center also has the ability to coordinate with student's primary home mental health provider and facilitates referrals to local resources, if needed.

SECTION ONE: 2015-2016 UNIT ANNUAL GOALS

Identify the overall annual goals for the unit

[illegible]

SECTION TWO: 2015-2016 Assessment Plan

Select 3-4 unit goals to comprehensively assess. Section corresponds with the Administrative Unit Assessment Document 2.

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Using the expertise of staff, each counselor will provide one 30 minute professional development topic to the Counseling Center staff once each quarter.	Continuing education for counselors help them expand on their knowledge; being able to meet the needs of more students with a greatly understanding of many topics.

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools used to assess (1, 2)	Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met (4)
<ol style="list-style-type: none">1. Professional development sessions will be led by Counseling Center staff for the 2015- 2016 academic year.2. Staff will report an increase in content knowledge due to professional development sessions.	<ul style="list-style-type: none">• Staff time• Training Resources	<ul style="list-style-type: none">• Goal not met• Professional development session were not implemented

CLOSING THE LOOP

Resources Used: describe what resources (human, financial, etc.) were used to pursue this goal
Not applicable.

Key Findings: list key findings related to unit goal and outcomes (5)

Due to client and clinic demands that took priority in meeting times, the Counseling Center staff was unable to implement the professional development session.

Dissemination/Discussion of Key Findings: how and with whom were key findings shared and what were the results of these discussions (6)

Hazen Counseling Center has identified continuing education as a top priority for this coming year and is working to benefit from the diverse set of skills and knowledge each counselor holds.

Summary Sentence for EMSA Briefing Book:

Not applicable.

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Peer review of Counseling Center clinical charts once every quarter, utilizing guidelines provided by AAAHC.	Increasing standard practices to provide best care to students can help aid in their success.

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools used to assess (1, 2)	Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met (4)
<ol style="list-style-type: none"> Each counselor will review 5 patient charts assigned to one of their peers. Utilizing guidelines provided by AAAHC, Counselors reviewing charts will document areas of improvement. 	<ul style="list-style-type: none"> Staff training on how to do peer review of chart using AAHC guidelines Staff time Charts from each counselor AAAHC guidelines 	Goal partially met; will revise frequency of reviews to once per semester vs. quarterly. Review occurred once in fall and once in spring

CLOSING THE LOOP

Resources Used: describe what resources (human, financial, etc.) were used to pursue this goal

Human capital was used to review, track and document the peer review charts process. Counselors and the Associate Director spent time reviewing and providing feedback for charts that were reviewed.

Key Findings: list key findings related to unit goal and outcomes (5)

From the peer reviews it was noted that not all counselors were following the same protocol in relation to documentation.

- There was noted deficiencies in the conversation regarding the client's CCAPs score, a baseline tool used to measure different indicators of mental health status, and the documentation of the conversation that occurred in the session. From this finding, counselors now print out the CCAP score, thoroughly review all portions of the paperwork with the student and make note of CCAP review in the student file.
- Additionally, it was identified that there were inconsistencies with how each counselor was managing his/her case load. The Associate Director developed a standard protocol for when to close out a case that was reviewed and revised by the CQI Committee, and subsequently implemented in an effort to decrease inconsistencies.
- Lastly, it was noted that in the assessment portion of the progress note, the clinical "diagnostic impression" was not consistently being updated each visit, or as needed. The Associate Director of the Counseling Center addressed this concern with staff during staff meeting, and continues to monitor this information.

Dissemination/Discussion of Key Findings: how and with whom were key findings shared and what were the results of these discussions (6)

- All findings from the peer reviewed charts were reviewed during individual supervision meetings as well as during several Counseling Center staff meetings.
- Protocol for closing cases out was implemented for the Spring 2016 semester and will continue to occur in the future.
- The Associate Director will continue to monitor assessment portion of progress note to ensure information is being updated in a timely manner.

Summary Sentence for EMSA Briefing Book:

The Hazen Counseling Center continues to improve on best practices to ensure that quality care is provided to our students.

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Clinical assessment of Counseling Center Psycho educational groups	Improving services offered to students helps aid in overall student success.

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools used to assess (1, 2)	Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met (4)
<ol style="list-style-type: none">1. Evaluate effectiveness of all psycho education groups the Counseling Center offers.2. Evaluate student utilization of psycho education groups offered by the Counseling Center.	<ul style="list-style-type: none">• Therapeutic Factors Inventory-8• Student feedback	<ul style="list-style-type: none">• Goal partially met• Implementation of the "Therapeutic Factors Inventory-8" fall semester but results not easily interpreted due to insufficient training on how to analyze the assessment tool.

CLOSING THE LOOP

Resources Used: describe what resources (human, financial, etc.) were used to pursue this goal

Human capital was used to distribute surveys and collect data.

Key Findings: list key findings related to unit goal and outcomes (5)

- Implementation of the "Therapeutic Factors Inventory-8" fall semester.
- Results not easily interpreted, due to staff being unfamiliar with the instrument.
- Additional staff training is needed to fully implement and asses groups using the Therapeutic Factors Inventory-8 Tool.
- Adding question on the survey, "how can this group be improved".

Dissemination/Discussion of Key Findings: how and with whom were key findings shared and what were the results of these discussions (6)

Results of data collected from each group were shared internally during staff meeting. The Associate Director continues to look into trainings to help the group better understand the assessment tool and how it can help assess the effectiveness of psychoeducational groups.

Summary Sentence for EMSA Briefing Book:

The Hazen Counseling Center continues to implement new methods of assessing current practices of group therapy to improve upon services offered to students.

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Improve Hazen Center for Integrated Care Website	Providing students with services, support and resources to better aid in student success efforts.

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools used to assess (1, 2)	Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met (4)
<ol style="list-style-type: none"> 1. Evaluate current website to identify non-inclusive language 2. Modify current website to reflect American College Health Association Guidelines for best practices around LGBTQ inclusive language. 	<ul style="list-style-type: none"> • Literature review on best practices • Student, staff, and faculty input 	<ul style="list-style-type: none"> • Goal met. Darlene Schmitt worked collaboratively with faculty and committee members, Megan Obourn and Jessica Sniaketi to evaluate and modify current language used on website to be more inclusive and to mirror ACHA best practices.

CLOSING THE LOOP

Resources Used: describe what resources (human, financial, etc.) were used to pursue this goal

Human capital was used to review the current website, best practices, and to update the language to be more inclusive. Moreover, to update resources and add any resource that might have been missing.

Key Findings: list key findings related to unit goal and outcomes (5)

The website was relatively inclusive but language around pronouns could have been improved. Those changes were made to be more reflective of all genders utilizing the website as well as listing resources available on campus, in the general Brockport Community as well as in the greater Rochester community.

Dissemination/Discussion of Key Findings: how and with whom were key findings shared and what were the results of these discussions (6)

Updates to the website were shared internally at a staff meeting and counselors were encouraged to share the update website with their clients if they felt it was relevant.

Summary Sentence for EMSA Briefing Book:

The Hazen Counseling Center is committed to continuous improvement and review of all resources offered. This includes staying up to date with the latest resources available to our students and staff.

SECTION THREE: UNIT KEY PERFORMANCE INDICATORS

Using charts from Baseline, display and analyze your key performance indicators

Key Performance Indicators and Benchmarks	Analysis																				
<div><p>Counseling Center Total Visits</p><table border="1"><thead><tr><th>Fiscal Year</th><th>Total Visits</th></tr></thead><tbody><tr><td>FY2013</td><td>5406</td></tr><tr><td>FY2014</td><td>5158</td></tr><tr><td>FY2015</td><td>5076</td></tr><tr><td>Benchmark</td><td>4336</td></tr></tbody></table></div> <div><p>Unique Students Served by Counseling Center</p><table border="1"><thead><tr><th>Fiscal Year</th><th>Unique Students Served</th></tr></thead><tbody><tr><td>FY2013</td><td>1467</td></tr><tr><td>FY2014</td><td>928</td></tr><tr><td>FY2015</td><td>1149</td></tr><tr><td>Benchmark</td><td>970</td></tr></tbody></table></div>	Fiscal Year	Total Visits	FY2013	5406	FY2014	5158	FY2015	5076	Benchmark	4336	Fiscal Year	Unique Students Served	FY2013	1467	FY2014	928	FY2015	1149	Benchmark	970	<p>Average daily visit to the Counseling Center and Unique students served by the Counseling Center both have seen a slight decrease. This could in part be due to The Counseling Center's diligent efforts to implement a phone triage system where students are able to speak with a counselor over the phone. If an issue was resolved over the phone, students may not have come in to be seen. Additional groups have been added to the services offered, potentially a contributing factor to the decrease, as is, if a student is in a group, they most likely would not be being seen in one on one counseling as well. Lastly, the Counseling Center made a strong effort to communicate self-care and self-coping methods. Students may be better utilizing self-coping mechanism as opposed to seeking out Counseling Center Services.</p>
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FY2013	5406																				
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SECTION FOUR: 2015-2016 POINTS OF PRIDE AND ACCOMPLISHMENTS

Identify up to 10 points of pride and accomplishments throughout the 2015-2016 year. Where applicable, indicate how the accomplishment aligns with college mission and priorities.

[illegible]

SECTION FIVE: 2016-2017 UNIT ANNUAL GOALS

Identify the overall annual goals for the unit

[illegible]

SECTION SIX: 2016-2017 Assessment Plan

Select 3-4 unit goals to comprehensively assess. This section corresponds with the Administrative Assessment Documentation Document 2.

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Provide peer to peer professional development during staff meetings	Continued education and professional development of counselors helps them increase understanding of a more diversity set of subjects that a student may present with in session. Being exposed to this additional knowledge can broaden the goal of meeting student needs, contributing to student success.

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools that will be used to assess (1, 2)	Resources Needed and Individual(s) Responsible: describe what resources (human, financial, etc.) are needed to pursue this goal
85% of counselors will report learning something new from the peer to peer PD sessions. 85% of counselors will identify peer to peer PD as useful for their counseling practice.	One minute evaluation sheet	Human capital is needed to create the one minute evaluation sheets, compile the findings, and report of the data collected. Darlene Schmitt will create the one minute evaluation sheet, compile findings and report data. Goal will be reevaluated at Spring 2017.

Action Plan: describe strategies that will be used to reach the outcomes and goal, including timeline

- Identify dates and times of presentations
- Identify who will present on what topic
- Create assessment for presentations (My knowledge on _____ increased as a result of hearing this presentation, I feel this peer to peer profession development sessions are useful for my practice as a counselor).
- Starting Sept. 13th, every other Tuesday from 8:00-9:00am, CC clinical team will meet for "group supervision". Counselors will be assigned a date that they will be responsible for bringing and discussing a challenging or complex case.
- The first half hour of the 3rd staff meeting of the month will be dedicated to discussion/review of pertinent journal or other professional article. Staff members will each be assigned a date that they will be responsible for choosing the article, sharing it with staff a week prior, and facilitating the discussion during the meeting.

Goal Rationale: describe the reasons for selecting this goal including any relevant assessment data and key findings

Many of the counselors in the Hazen Counseling Center specialize in different topic areas. Implementation of a peer to peer professional development model allows counselors to share areas of expertise while educating others on their topics. Additionally this aids in presentation skills, articulation of knowledge known, and provides an opportunity for growth for all parties involved.

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Evaluate the effectiveness of group therapy offered by the Counseling Center	Evaluating the effectiveness of group therapy offered at Hazen can help support students while there here at the College; contributing to their student success.

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools that will be used to assess (1, 2)	Resources Needed and Individual(s) Responsible: describe what resources (human, financial, etc.) are needed to pursue this goal
<p>75% of students participating in the group will identify as having a sense of belonging to the group.</p> <p>75% of students participating in the group will identify the group has aided in their success at Brockport.</p> <p>Counseling Center will be able to identify two ways in which the groups can be improved based off of student feedback and input.</p>	<p>Utilizing the TFI-8 (measures client's individual experience in group that reflect the 4 factors necessary to an effective group: Instillation of Hope, Secure Emotional Expression, Awareness of Relational Impact, and Social Learning. Scores are out of 7, with the higher number reflecting greater experience of the above 4 factors). In addition, counselors will utilize the GCQ Engaged Means (consists of items that call for ratings on the degree of: Self-Disclosure, Cognitive Understanding, and Confrontation Occurring in the group. Scores are out of 30, with the higher number reflecting a more positive overall group experience).</p>	<p>Human capital is needed to pursue this goal. Darlene Schmitt will seek additional information on training for the tool from other SUNY Counseling Center to increase staff understanding and application to best interpret results. Each counselor facilitating a group will be responsible for distributing the assessment tool 4 weeks into the group then again in 4 weeks.</p>

Action Plan: describe strategies that will be used to reach the outcomes and goal, including timeline

- Identify all groups and start dates
- Identify what the date is for the assessments to be distributed 4 weeks in and 8 weeks in
- Seek training from other SUNY Counseling Centers (September 2016)
- Block time on staff schedules for training and application of training.
- Block time on counselors schedules to do data collection and analysis
- Assessment 4 weeks into group, and again at 8 weeks, person running group will be responsible for implementing the assessment, interpreting the data and provide feedback to the team during the January 2017 staff retreat.
- Improve the effectiveness of group therapy by measuring clients' experiences in group and add a question on how group can be improved

Goal Rationale: describe the reasons for selecting this goal including any relevant assessment data and key findings
Group therapy is an additional service offered by the Hazen Counseling Center. While individual counseling sessions are available and are shown to aid in student success and retention, research shows being part of a group therapy model has benefits as well. Groups offer quality services to a number of students during the clinical hour vs. only being able to assist one student during that same hour.

Group therapy has been offered at Hazen for many years but we are working to better understand the needs of students in the groups and what will attract and retain participants. Moreover, we aspire to understand if they have a sense of belonging to the group and if being a part of the group has aided in their success at Brockport.

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Provide support for, and participate in, campus initiatives around the issues of equity, diversity and inclusion.	The Counseling Center seeks to support the College in its efforts to improve upon equity, diversity, and inclusion practices. Attending, supporting, and participating in this imperative dialogue is one way we can support these efforts.

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools that will be used to assess (1, 2)	Resources Needed and Individual(s) Responsible: describe what resources (human, financial, etc.) are needed to pursue this goal
<ol style="list-style-type: none"> 1. Create a Diversity Statement (Done by Jan. 31, 2017) 2. Attend 2 community conversations as practicable 3. At least one staff member will attend the annual Diversity Conference (Sept. 2016) 	Attendance and participant tracking Counselor who attends community conversations will report back what was talked about at the following staff meeting	Human capital is needed to pursue this goal.

Action Plan: describe strategies that will be used to reach the outcomes and goal, including timeline

- Draft and review diversity statement (D. Schmitt)
- Block time on calendar for attendance of community conversations (D. Schmitt)
- Identify one staff member that will attend Diversity Conference (D. Schmitt)
- Create template for report on what the counselor will report back to the larger group. (D. Schmitt)
- Identify staff meeting date that counselor will report out. (D. Schmitt)

Goal Rationale: describe the reasons for selecting this goal including any relevant assessment data and key findings

Equity, diversity, and inclusion are of top priority to the College at Brockport. With recent additions to the Better Community Statement and urgency around a better investment in our community the Hazen Counseling Center aspires to be a part of the conversation, offering support in any way we can. Part of that support is attending events and communicating that equity, diversity, and inclusion are also a top priority for the Hazen Center for Integrated Care.