

CENTER FOR
COUNSELING &
PSYCHOLOGICAL
SERVICES

STRATEGIC
PLAN
UPDATE

2001-2002

PENNSTATE



Division of Student Affairs

CENTER FOR COUNSELING AND PSYCHOLOGICAL SERVICES

STRATEGIC PLAN FOR 2001-2002

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CENTER FOR COUNSELING AND PSYCHOLOGICAL SERVICES STRATEGIC PLAN FOR 2001-2002

"Campus mental health clinics are treating a record number of college students who are grappling with everything from mid-term anxiety to severe depression . . .the demand for mental health services has soared on university campuses" – August 12, 2002, *Los Angeles Times*.

EXECUTIVE SUMMARY

The above citation is only the latest of recurrent headlines, articles and reviews indicating the extraordinary influx of university students to counseling and psychological service centers. At the local level, the events of September 11th, and the sudden deaths of several Penn State students, coupled with the usual challenges and stressors of the university experience has brought pressure to bear on the CAPS staff to be responsive to increasingly troubled students. **In a year marked by unprecedented trauma on the local, national and international level, CAPS services were viewed as pivotal in the university's immediate response to tragedy and its aftermath.** CAPS staff were available on site in key places across the campus in the aftermath of the September 11th crisis and remained involved in the lives of many affected students. **Over 2000 students from diverse backgrounds with a variety of presenting concerns were provided with formal clinical services, including individual and group therapy and psychiatric services.** As this report will demonstrate, CAPS statistics reflect minor to moderate increases in clinical services delivered; however, were it not for static staffing levels, it is clear that student utilization of services across the board would be far higher than recorded this past year. A notable exception however, was a 26% increase in crisis appointments over last year. As is always the case, CAPS staff worked diligently and creatively to meet the primary needs of students seeking services.

Nearly 5000 students were served through the broad-ranging psychoeducational programs, workshops and lectures presented throughout the year and across the campus to various constituencies. Recognizing that students expectations for educational programming require flexibility and creativity, CAPS expanded its web-based links for educational and informational purposes, upgrading its website with self-help sources, program offerings and links to resources of interest and importance to students.

CAPS is pleased to report that **a new effort designed to promote multicultural understanding** has successfully completed a full year series of focused discussions. Funded in part with EOPC funds, **the Dialogues on Race program served over 100 students from diverse backgrounds.** Several groups of 10 or less met regularly throughout the fall and spring semesters. Under the guidance of doctoral level psychology trainees, the groups were structured and the facilitators trained to include all participants in the exchange. Outcome measures indicated gains in understanding and reduction of prejudicial views as a result of students' involvement with the program.

CAPS remains central to the training of graduate students in Clinical and Counseling Psychology as well as Social Work. Through the CAPS practicum experiences, internships and graduate assistantships, many students were grounded in the broad based training opportunities available through our center. In addition, these same trainees provide many of the essential services that would not be possible without their participation.

In regards to future considerations, it will be essential that we remain at the ready to respond to any and all future world events, recognizing that many of our US students and international students are directly affected by the same. Moreover, our efforts in support of the treatment and reduction of binge drinking and related problems will continue to be an important part of our service delivery options as are our continuing efforts with victims of sexual assault and domestic violence. CAPS remains aware of the important role it plays in support of the academic mission of the institution. Indeed our student evaluations bear testimony to the fact that students' academic performance and retention to the university are enhanced as a result of the services they receive at CAPS. **Our commitment remains the same: to provide help where it is needed, to be good colleagues, and to play a unique and important role in the advancement of the institution and, most importantly, the students we serve.**

VISION

It is our vision to be nationally recognized as a leader among counseling and psychological service centers, providing resources of the highest quality to enhance students' progress towards the completion of their education and the fulfillment of their personal development.

MISSION

The Center's primary mission is to be an essential resource for students who seek assistance in dealing with personal matters ranging from transient concerns to major crises. Secondly, the Center contributes to the educational mission of the University: by providing advanced pre-doctoral training and internship experiences for graduate students in the helping professions; by establishing consultative liaisons with faculty, staff, student organizations, and other services located on and off campus and throughout the Commonwealth Educational System; through psychological research; and through the dissemination of information to enhance student retention, academic achievement and well-being.

MOST SIGNIFICANT ACHIEVEMENTS/INITIATIVES

- ↓ **A total of 2007 students (a 3% increase from last year) were seen for formal clinical services**, including short-term counseling, group therapy and psychiatric consultation.
- ↓ As a result of our involvement in the Department of Justice funded Violence Against Women Project, **CAPS saw 158 students who reported histories of sexual or physical abuse.** This represents a significant increase from the 90 students served for similar reasons in 1999-2000, and 50 students in 1998-99. The current figure now represents 8% of all clients who appear for intake.
- ↓ **There was a dramatic increase in crisis intervention services provided by the CAPS staff.** 813 students, an increase of 26% from the previous year, sought crisis intervention. The tragedy of September 11th together with the sudden deaths of high profile students contributed to the increase.
- ↓ **The Dialogues on Race program was successful** in reaching its target population, serving over 100 students over the course of two semesters. The primary purpose of the program was to commingle culturally diverse students to engage in significant interactions, resulting in a reduction of racial and ethnic misunderstanding and prejudice. In addition, the program provided doctoral trainees in psychology with valuable training, supervision and experience in working with racially and ethnically diverse students.

Goal 1 – EDUCATIONAL PROGRAMMING/ACTIVITIES

CAPS provided outreach programs to nearly 5000 students through a variety of formats as outlined below.

Diversity-Focused Programming/Activities

110 students were participants in Dialogues on Race: Improving Inter-Group Relations. This unique program, funded in part by EOPC funds, brought together participants from a broad range of cultures including Caucasian (23%), African American (23%), Hispanic/Latino (8%), Biracial (18%), Asian/Asian American (15%), Muslim or Middle Eastern (13%) and Native American/Alaskan (1%). Based on the well researched premise that increased inter-group contact will lead to increased understanding and acceptance of diversity, the program provided racially diverse students with an opportunity to engage in significant interactions over the course of two semesters. Outcome measures indicated a reduction of racial and ethnic misunderstanding and prejudice among the participants.

30 of 108 CAPS outreach programs were diversity related and included the following:

- | | |
|---|--|
| ↓ Cross Cultural Adjustment | ↓ Specialized Counseling Issues |
| ↓ Dealing with Depression | ↓ Stress Management |
| ↓ Dealing with Grief and Loss | ↓ Students in Distress |
| ↓ Defining Ourselves as Multicultural | ↓ Suicide Prevention |
| ↓ Dialogues about Race | ↓ Team Building for MBA work groups |
| ↓ Eating Disorders | ↓ The Drug and Alcohol Game Show |
| ↓ Ethics | ↓ The GAYME Show for Gay Pride week |
| ↓ Relationship Issues and Communication | ↓ The impact of September 11 and
terroristic threats |
| ↓ Relationship Violence | ↓ Transition to University Park for New
and Change of Assignment students |
| ↓ Self Esteem for Women of Color | |
| ↓ Sexual Assault Recovery | |

In addition, several diversity focused support/therapy groups were offered including Women of African Descent, Blend of Traditional Heritages, Between Men and Between Women. Finally, 14 students participated in the Multicultural Long-term Therapy Program, a special program for students that allows for longer-term individual counseling beyond the usual term limits.

Community-Focused Activities/Programming

62 of 108 educational programs were in support of community building and may be classified into four types:

- ↓ Consulting and training Penn State faculty, staff and students to respond appropriately to students' psychological issues and to facilitate a caring community consistent with the Boyer Principles. Among other programs, the Students in Distress program was offered six times to 97 faculty and staff through our arrangement with the Human Resources Development Center.
- ↓ CAPS participates in a number of orientation programs including Healthy Living at Penn State, various fairs and festivals such as Roar for Wellness, East Halls Services Fair and Adult Learner's Conference.
- ↓ Consultation with students, faculty and staff responding to the traumatic events of September 11th as well as the several deaths of popular, high profile students including student athletes. A total of 17 postventions were scheduled to facilitate grieving and resolution of psychological trauma.

- ↓ Several CAPS staff members were called upon to provide consultation to colleagues at institutions across the country. Kurt Gehlert served as consultant to Bowling Green State University regarding their group therapy program and Dennis Heitzmann provided organizational development and consultation to Illinois State University, Cornell University, Michigan State University and Connecticut College. Joyce Illfelder-Kaye conducted APA Internship Accreditation site visits to the University of Wisconsin and the University of Virginia.

Academic Alliances

- ↓ CAPS predoctoral internship in professional psychology was in its 19th year of operation as an American Psychological Association accredited internship site. Internship coordinator Dr. Joyce Illfelder-Kaye served as president of the Association of Counseling Center Training Agencies.
- ↓ CAPS presented 43 class presentations or programs for academic units this year, including the following departments: Counselor Education, Psychology, Management, Women's Studies, First Year Seminars, Nursing, Kinesiology and Bio Behavioral Health. In addition, CAPS services were presented to the Council of Associate Deans, Liberal Arts Advisors, the Graduate School Convocation, the Graduate Minority Retention Conference and the Schreyer Honors College among others.
- ↓ 8 CAPS staff hold affiliate academic appointments in the Clinical and/or Counseling Psychology doctoral programs, teaching courses, providing guest lectures, and serving on numerous doctoral dissertation committees.
- ↓ CAPS staff taught or co-taught 9 graduate courses in Business Administration, Counseling Psychology and Counselor Education.
- ↓ Drs. Nafziger and McClanahan served as members of the Institutional Research Board, Behavioral Sciences area.
- ↓ During the 2001-2002 academic year there were four graduate assistants from the doctoral program in Counseling Psychology. Graduate assistants provide a full range of services under supervision. In addition, CAPS had six doctoral students in practicum, and an advanced practicum experience was provided to three students.
- ↓ For a full review of the many conference presentations, publications, professional positions held, awards, university committees, task forces and community service, as well as other academic activities in which staff were engaged, see Appendix B.

Goal 2 – BASIC SERVICES

Background of Clients

As seen in Table 1, the ratio of men to women clients seen at CAPS remained relatively constant. The age range of clients remains similar to previous years (Table 2 and Chart 1). About 20% of CAPS' clients are from racial or ethnic minority groups (Table 3). About 4% of CAPS clients report that they are international students (Table 4). This represents a significant decline from last year when 9% indicated they were international students, raising speculation about the impact of September 11 on help-seeking behavior and safety concerns. 92% of clients were single (Table 5). This year 80% of the clients we saw were undergraduates, while 20% were graduate students (Table 6), representing a slight increase in graduate student use of services. CAPS clients represent all colleges on campus, but proportionately fewer students from the Colleges of Engineering and Business Administration seek our services (Table 7). This

year about 71% of our clients had never been to CAPS before, while 29% were returning clients (Table 8).

Diagnostic Classification of Clients

At CAPS, each client is seen for an initial intake evaluation, and a preliminary diagnosis is given. Table 11 illustrates the range of concerns with which students are dealing. 32% of our clients have serious Mood Disorders, including Major Depression and Bipolar Disorder, and serious Anxiety Disorders (17%). The number of students who reported histories of sexual or physical abuse dramatically increased, and now represents about 8% of all clients who appear for intake. Increased public attention to this problem fostered by the Violence Against Women project initiatives may have encouraged more students to report abuse histories. Additionally, this year more students were diagnosed with Attention Deficit Hyperactivity Disorder (3%), a condition that has received considerable media attention in recent years. CAPS clients are also assessed at intake for their level of functioning (ability to manage day-to-day concerns). Data from this assessment are seen in Table 12 and Chart 3. The percentage of students regarded as having Moderate Impairment in functioning increased this year. The types of stressors affecting students were generally similar to previous years. As before, Problems with ones' Primary Support Group, the Social Environment, and Academic Pressures represent significant sources of stress (Table 13).

Clinical Services Provided

As seen on Chart 4 and in Table 14, there was a 4% overall increase in clinical services at CAPS this year. Notable was a 26% increase in Crisis Intervention, due in part to increased demand for services after the tragedy of September 11. Long-Term Therapy (more than 10 sessions) was up from last year. Overall, 34% of the students seen for intake appointments are referred to other services, and referrals to private therapy for students with longer-term issues increased to 20% this year. (see Table 10).

Individual Counseling Services

The number of individual counseling sessions increased by 10% over last year, and although many more students were evaluated for possible inclusion in groups, the overall number of group sessions attended declined. A continuing emphasis on getting students in quickly for an initial session (Intake or Crisis) allowed us to direct students to other resources more rapidly if indicated, but many still required psychotherapy at CAPS.

Similar to last year, the wait for a first therapy session was moderate, due in part to increasingly effective use of part-time staff and continuing efforts to improve record keeping.

Group Therapy

The group therapy program continues to be one of the largest programs in the country, and an integral part of the services offered at CAPS. This year 291 students participated in 45 groups for a total of 2665 group therapy contacts. The average attendance for each group was 9.2 sessions. Group offerings included short and long-term general therapy groups for undergraduate as well as graduate and returning adult students. Specialized groups were also offered including eating disorders, loss, women of African descent, biracial students, stress management, women's issues, survivors of sexual assault and discussion groups for lesbian and bisexual women. New CAPS group offerings included a family issues group and a therapy group for gay and bisexual men.

Crisis Intervention

For a variety of reasons, including the September 11th crisis, CAPS crisis intervention services reached an all time high. 813 students were seen in crisis (a 26% increase from the previous

year) during 2001-02. In addition, 6 students were hospitalized in local psychiatric units. There were 2 suicides at University Park, and 48 sexual assaults were reported. In addition, 25 academic withdrawals or course drops, the result of traumatic experiences, were processed.

Sexual Assault/Violence Against Women Grant

CAPS is a full participant in the federally funded Violence Against Women Grant which provides enhanced services and treatment for victims. CAPS has one FTE staff position funded through the grant. 49 individuals were referred to this program and nearly half have been seen for long-term treatment, an opportunity made available through grant funding.

Alcohol and Other Drugs

138 students, including students referred to the Alcohol Intervention Program, were treated for substance use disorders, a 17% increase over last year. Alcohol remains the drug of choice at Penn State.

Goal 3 HUMAN RESOURCES

Appendix C lists the variety of staff professionals associated with CAPS. The multidisciplinary staff engage in bi-weekly case conferences and programs designed to enhance professional skills while serving the professional development needs of all staff. As noted in Appendix B, CAPS staff continue to be involved in professional associations while sharing their knowledge and expertise with the broader community of professionals through formal presentations, published research and book chapters. All staff have met or exceeded the Student Affairs guidelines for professional development as recorded in the division's Professional Activities Assistant.

CAPS staff serve the campus community at large through its service contract with the Office of Human Resources. By special agreement, the director and select senior staff consult with OHR on issues related to impaired staff, crisis intervention, team building and organizational development. In addition, CAPS is contracted to provide screening for applicants to positions with Police Services and the Breazeale Nuclear Reactor facility.

In addition to the regular turnover of trainee staff from the academic training programs, two senior staff have left CAPS for personal and professional reasons. Drs. Mary McClanahan and Theresa Odenweller Lewis, staff psychologists, have served on the CAPS staff eight and five years respectively. We are pleased and happy to report that Dr. Elizabeth Reyes, Ph.D., Counseling Psychology, Northwestern University and Dr. Katie Cougevan, Ph.D., Clinical Psychology, Pacific Graduate School of Psychology have joined the CAPS staff. In addition to serving as generalist providers of psychological services, Dr. Reyes will co-coordinate Multicultural Student Programs and Services and Dr. Cougevan will coordinate the Psychological Assessment Program.

Goal 4 FACILITIES, SPACE AND EQUIPMENT IMPROVEMENT ACTIVITIES

In keeping with the four-year equipment replacement plan, CAPS replaced seven desktop computers while recycling older models. In addition, we have been given approval to proceed with carpeting 17 offices in our operations area at OPP expense. This project will replace dated and worn carpeting in certain offices and apply carpeting for the first time in other offices. Finally, Room 226 was split into two units with one remaining a group therapy/meeting room, the other used as a staff office, increasing flexibility for scheduling clinical activities and other programs.

Goal 5 COMPUTER INFORMATION SYSTEMS AND DATA ANALYSIS

The past year was notable for an increase in the use of Protégé as an online record keeping system. As a result of increased staff comfort with accessing electronic client records, we were able to reduce the amount of paper placed in files to a minimum. In addition, CAPS volunteered to undergo a review to determine compliance with the emerging Health Insurance Portability and Accountability Act of 1996. The resulting audit report has provided a blueprint for modifications necessary for compliance with the HIPAA requirements.

Goal 6 PARTNERSHIP WITH STUDENTS AND OTHER STAKEHOLDERS

CAPS staff continue to provide crisis and mental health consultation to the commonwealth campuses. In addition to consultation on clinical matters, CAPS staff have provided information and direction to campus personnel on legal issues, treatment planning, referral to health care providers, and the development of local counseling protocols. All contractual arrangements with outside providers of psychological services to the campuses are reviewed by the CAPS director for quality control and risk management purposes.

Secondly, it is clear that without the presence of CAPS training programs and collaborative efforts with the Clinical and Counseling Psychology doctoral programs, both programs would be diminished in the quality of instruction and training. CAPS staff play integral roles in both departments and represent the very best in collegial relationships. Moreover, ground breaking initiatives with the MBA Program in the Smeal College of Business has brought CAPS staff into the MBA classroom. Our staff members' presence as instructors, consultants and team leaders has enhanced MBA student training and interjected an appreciation and awareness of group process and team building to the curriculum.

See Appendix B for further information on collaborative efforts with academic and other university partners.

Goal 7 OUTCOMES ASSESSMENT AND PROGRAM/SERVICES EVALUATION

Program Quality Assessment

In order to improve the quality of educational programs, CAPS has utilized the Student Affairs Assessment form to evaluate select programs. Based on the results of a third of outreach activities using the form, 96% of the participants rated CAPS programs from good to excellent. Individual staff presenters are provided the results of these surveys together with other CAPS based surveys to provide constructive feedback to use in improving the program.

Service Quality Assessment

↓ Every spring a self-report evaluation of services received is sent to a sample of 300 clients seen for individual therapy. Among the results are the following: Whereas 70% of the students in the sample indicated that they were seen for their first appointment in one week or less, nearly 30% were required to wait longer than one week for their initial appointment. Clients in the sample who reported low levels of psychological function prior to counseling (mean=2.1; 5 point scale) reported marked improvement by the end of treatment (mean=3.1). Moreover, 27% of the sample felt that the counseling they received was a significant factor in their remaining at Penn State. In regards to counseling's impact on academic performance, 37% of the sample indicated that their experience at CAPS contributed significantly to the improvement of their academic performance. A cluster analysis of written comments on the form indicated that, whereas students are overwhelming positive in their commentary on CAPS services and its impact on their lives, many students expressed concern about the length of wait for treatment as well as the

session limits for treatment, legitimate criticisms based on the limits to staffing and available clinical hours.

- ↓ A comprehensive assessment of the Group Therapy Program was conducted during the spring semester. 51 members (28% return rate) from 18 different groups comprised the sample. Overall, members were pleased with group services they received (mean=4.4 on a 5 point scale) and felt that the overall group experience was effective (mean=4.2). 94% reported they would refer a friend to a counseling group at CAPS. While the sample reported struggling with their psychological functioning as they entered group therapy (mean=2.8), they reported a significant increase in psychological function as a result of their participation in a group (mean=3.9).

Finally, in addition to the group counseling quality assessment mentioned above, CAPS has undertaken a significant research project on group therapy. CAPS staff have taken the lead in conducting a multi-center study of group therapy process. There is little precedent in the literature for a research project of this nature and magnitude.

TRENDS AND FUTURE DIRECTIONS

As a result of the September 11th crisis and the ensuing climate of fear and trepidation, the emotional well being of students across the country has been challenged. Moreover, litigation involving high profile schools such as MIT and Harvard have caused many institutions to evaluate and reconsider the emphasis and funding assigned to university counseling and psychological service centers. Penn State has not been immune to these occurrences in the "real world". Our crisis intervention statistics are up exponentially from previous years, in large part due to our availability and access to students in dire need. At the same time, this brings increased pressure to bear upon an already overloaded clinical service delivery system. While remaining efficient in managing student cases, CAPS has struggled to keep pace with the requirements of the unusual circumstances cited above. Moreover, as students continue to need and value services such as CAPS, it is predicted that business will continue to be brisk, with students seeking services to enhance their academic and personal experience and, in many cases, to increase the likelihood of their survival at Penn State. Although the data on enrollment was unavailable as of this writing, reliable sources in the Admissions Office have indicated that it is likely that we will enroll at least as many students, and probably more than in previous years. With limited staffing, cramped quarters and burgeoning caseloads, CAPS staff will continue to work diligently (and often heroically!) in service to Penn State students. As President Spanier will note in this year's State of the University, the emergent psychological needs of today's students may be best served not only by a more humanized campus environment but also, it may be inferred, by a comprehensive and well supported psychological and psychiatric service.

It is anticipated that CAPS will expand web based links for educational and information purposes, and continue to offer highly requested services and other individualized programs which offer personal development and skill building. The challenge will be to manage the diversity of service offerings without compromising the quality of any one offering. It is anticipated that the growth and the utilization of psychiatric services will continue, individual and group therapy will remain the treatment methods of choice for most students, and alcohol will remain the drug of choice at Penn State. The climate of fear and instability brought about by world events of the past year together with the challenges inherent to the university experience, will render serious emotional sequelae for many of our students. Be that as it may, it is

reassuring to rely on a staff of talented and hardworking individuals who will continue to do their best to meet the needs of any Penn State student who would profit from our services.

APPENDIX A
CLINICAL AND DEMOGRAPHIC DATA*

*Complete information was not furnished by all clients.

TABLE 1
GENDER OF CLIENTS

	1999-2000		2000-2001		2001-2002	
	#	%	#	%	#	%
Males	774	37	646	33	676	34
Females	1295	63	1297	67	1330	66
Total	2069	100	1943	100	2007	100

TABLE 2
AGE OF CLIENTS

	1999-2000		2000-2001		2001-2002	
	#	%	#	%	#	%
17	16	<1	2	<1	9	<1
18	176	8	158	8	176	9
19	297	14	259	13	274	14
20	376	18	307	16	349	17
21	388	18	363	19	386	19
22	244	12	257	13	239	12
23	127	6	139	7	98	5
24	74	4	69	4	67	3
25	60	3	62	3	59	3
26	39	2	50	3	48	2
27	50	2	37	2	38	2
28	30	1	42	2	23	1
29	30	1	24	1	35	2
30-39	115	6	130	7	127	6
40-49	43	2	27	1	33	2
50+	7	<1	9	<1	4	<1
Total	2108	100	1943	100	1999	100

TABLE 3
RACIAL/ETHNIC BACKGROUND OF CLIENTS+

	1999-2000		2000-2001		2001-2002	
	#	%	#	%	#	%
White American	1676	80	1572	81	1646	80
African American	140	7	129	7	131	6
Hispanic/Latino(a)	81	4	89	5	124	6
Asian/Pacific Islander	106	5	115	6	103	5
American Indian or Alaskan Native	11	1	19	1	28	1
Other	52	2	5	<1	38	2
Total	2108	100	1929	100	2070	100

+Some students listed more than one.

TABLE 4
NATIONALITY OF CLIENTS

	1999-2000		2000-2001		2001-2002	
	#	%	#	%	#	%
United States	1868	89	1904	91	1984	96
Non U.S.	202	10	186	9	90	4
Asian	47	2	42	2	23	1
African	8	<1	2	<1	4	<1
Latin American	31	1	30	1	21	1
European	65	3	49	2	20	1
Middle East	13	1	11	1	5	<1
Other	38	2	51	2	17	1
Total	2108	100	2090*	100	2074*	100

*Some students listed more than one nationality

TABLE 5
MARITAL STATUS OF CLIENTS

	1999-2000		2000-2001		2001-2002	
	#	%	#	%	#	%
Single	1885	89	1748	93	1836	92
Married	83	4	88	5	92	5
Divorced	31	1	23	1	19	1
Separated	11	1	12	1	9	1
Widowed	1	<1	1	<1	1	<1
Living with significant other	73	3	4	<1	29	2
Total	2108	100	1876	100	1987	100

TABLE 6
UNIVERSITY STATUS OF CLIENTS

	1999-00		2000-2001		2001-2002	
	#	%	#	%	#	%
Undergraduate Students	1726	82	1559	81	1606	80
Freshman	246	12	249	13	269	13
Sophomore	362	17	315	16	294	15
Junior	514	24	454	24	459	23
Senior	604	29	541	28	584	29
Graduate Students	328	16	355	19	398	20
Other	6	<1	5	<1	5	<1
Total	2108	100	1919	100	2009	100

**TABLE 7
COLLEGE OF CLIENTS**

	1999-2000		2000-2001		2001-2002		At PSU*
	#	%	#	%	#	%	%
Agriculture	85	4	63	4	63	3	5
Arts	138	7	120	8	127	6	5
Business Administration	261	12	212	13	208	10	17
Communications	151	7	136	9	164	8	7
Earth and Mineral Science	66	3	33	2	52	3	3
Education	147	7	86	5	115	6	8
Engineering	212	10	138	9	179	9	19
Health and Human Development	271	13	207	13	229	11	10
Information Sciences & Technology	-	-	9	<1	17	1	2
Liberal Arts	398	19	344	21	422	20	15
Science	136	6	119	8	156	8	9
Division of Undergraduate Studies/Other	101	5	107	7	114	6	10
Total	2108	100	1574	100	1846	100	100

1 Percentage of University Park students enrolled in each college in 2001 - 2002.

**TABLE 8
PREVIOUS USE OF CAPS SERVICES**

	1999-2000		2000-2001		2001-2002	
	#	%	#	%	#	%
New Clients	1540	73	1536	75	1488	71
Returning Clients	568	27	510	25	615	29
Total	2108	100	2046	100	2103	100

**TABLE 9
PRIMARY REFERRAL SOURCES***

	1999-2000		2000-2001		2001-2002	
	#	%	#	%	#	%
Self	1294	61	1264	53	1389	58
Friends	455	22	423	18	387	16
Parent/Relatives	322	15	309	13	367	15
University Health Services	192	9	202	9	154	6
Faculty	113	5	178	7	118	5
Total	2376	100	2376	100	2415	100

1 More than one referral source can be identified

**TABLE 10
CLIENTS REFERRED TO OTHER SERVICES***

	1999-2000			2000-2001+			2001-2002		
	#	%	% of Clients	#	%	% of Clients	#	%	% of Clients
College of Education Counseling Service	116	15	6	65	18	3	96	14	5
Private Therapist	307	39	15	173	48	9	396	59	20
Psychological Clinic	22	2	1	17	5	1	30	4	1
Other PSU Services	61	7	3	71	20	4	79	12	4
Other Services	280	36	13	37	10	1	72	11	4
Total	786	100	38	363	100	18	673	100	34

- 1 Some of these clients were also seen for CAPS services.
 + Does not include data prior to implementation of new record-keeping system.

**TABLE 11
DSM-IV Diagnostic Classification***

	1999-2000*		2000-2001+		2001-2002	
	#	%	#	%	#	%
Life Circumstance Problem	383	18	135	7	199	9
Adjustment Disorder	422	20	370	19	398	17
Mood Disorder	689	33	668	34	758	32
Anxiety Disorder	344	16	395	20	402	17
Personality Disorder	46	2	19	1	21	<1
Psychoactive Substance Use Disorder	140	7	118	6	138	6
Eating Disorder	144	7	140	7	146	6
Psychotic Disorders	10	<1	7	<1	5	<1
Sexual Disorder	4	<1	14	<1	10	<1
Sleep Disorder	10	<1	9	<1	9	<1
Impulse Control Disorder	17	1	14	<1	5	<1
Identity Problem	35	2	33	2	21	<1
Attn. Deficit/Hyperactivity Disorders	55	3	41	2	64	3
Victim of Physical/Sexual Abuse	56	3	90	5	158	7

- 1 Clients can be given up to 3 diagnoses
 + Beginning in 2000-2001 clients were limited to up to two primary diagnoses.

**TABLE 12
LEVEL OF PSYCHOLOGICAL FUNCTIONING AT INTAKE***

	1999-00	2000-01	2001-02
	%	%	%
Severe Impairment	5	5	4
Moderate Impairment	38	40	43
Mild Impairment	43	46	43
Minimal Impairment	14	9	11
Total	100	100	100

- 1 Based on DSM-IV Axis V Diagnosis

TABLE 13
TYPES OF PSYCHOLOGICAL STRESSORS*

	1999-00	2000-01+	2001-02
	%	%	%
Primary Support Group	47	34	53
Social Environment	44	30	50
Academic	27	18	30
Occupational	-	4	5
Housing	1	2	2
Economic	4	5	7
Access To Health Care Svcs.	1	2	2
Interaction with Legal Sys	5	4	6
Other	9	2	5

1 Based on DSM-IV Axis IV Diagnosis; more than 1 type of stressor may be identified.

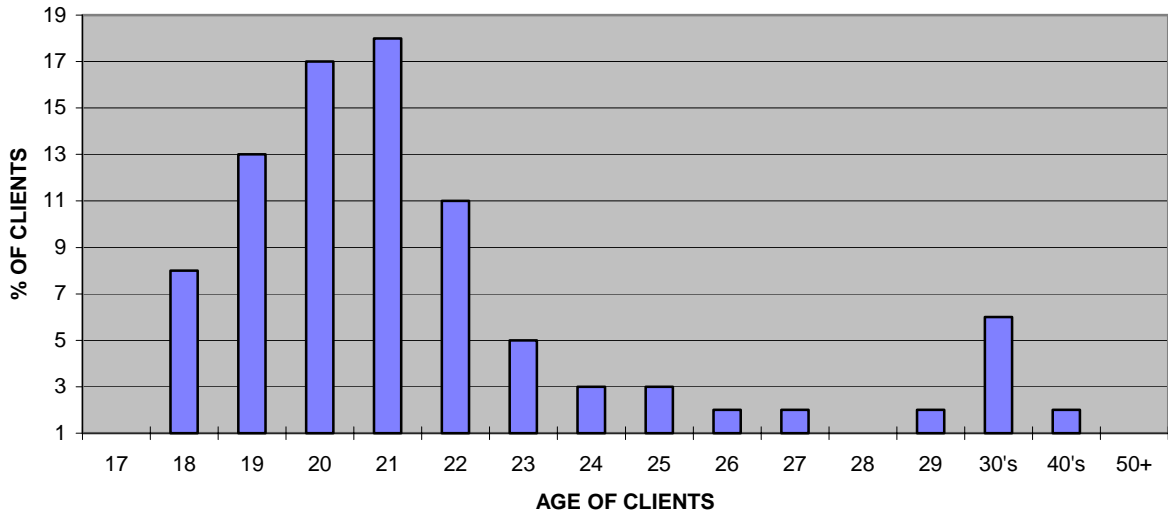
+ Does not include data prior to implementation of new record-keeping system.

TABLE 14
CLINICAL SERVICES PROVIDED

CLINICAL SERVICES	# KEPT APPOINTMENTS			
	2000-2001	CHANGE %*	2001-2002	CHANGE %*
Intake	1722	-7	1700	-1
Crisis Intervention	645	-2	813	+26
Individual Counseling	4566	-4	5004	+10
Brief Counseling	483	-22	418	-13
Short-term Therapy	3553	0	3963	+12
Long-term Therapy	530	-9	623	+18
Group Counseling	2911	-8	2665	-8
Group Evaluation	237	-31	290	+22
Psychiatric Services	1726	+4	1597	-7
Psychiatric Evaluation	268	-5	257	-4
Psychiatric Follow-up	1458	+6	1340	-8
Psychological Testing	55	+41	35	-36
TOTALS	11,699	-6	12,144	+4

* Change from previous year.

**CHART 1
AGE OF CLIENTS**



**CHART 2
DIAGNOSTIC CLASSIFICATION**

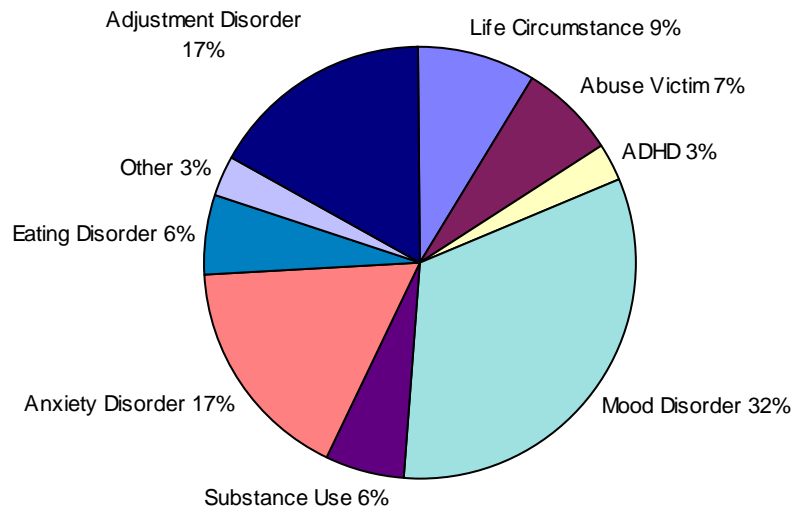


CHART 3
FUNCTIONING AT INTAKE: LEVEL OF IMPAIRMENT

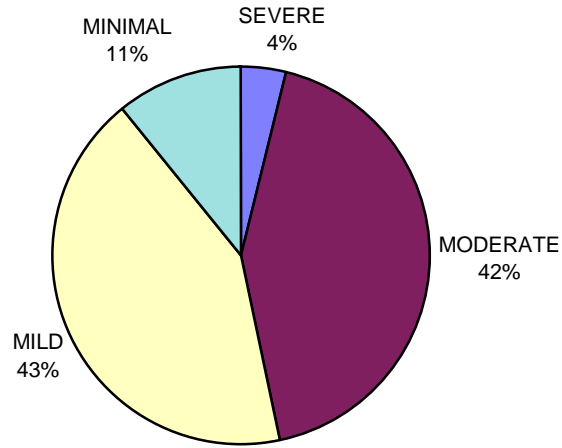
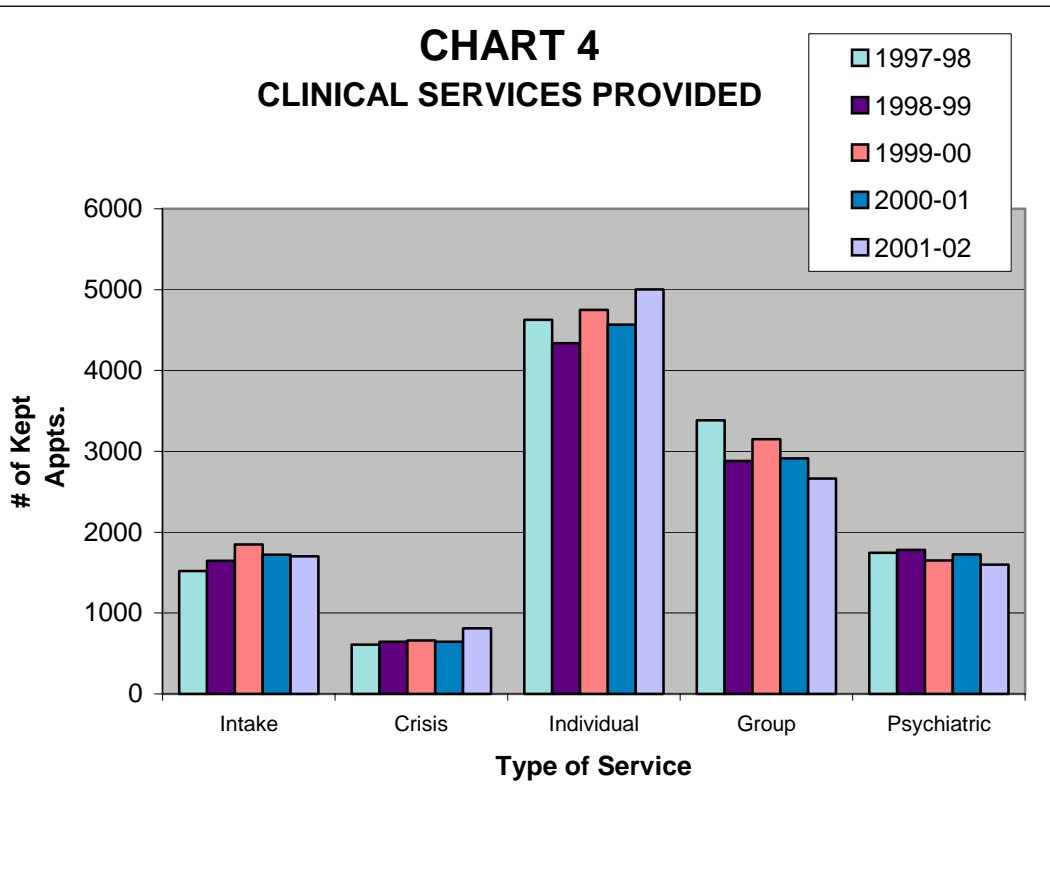


CHART 4
CLINICAL SERVICES PROVIDED



APPENDIX B

PROFESSIONAL/ACADEMIC ACTIVITIES

CONFERENCE PRESENTATIONS

- Corcoran, M.K. (2002) Prescriptive Privileges: Making the Most of the Partnership Between Nursing, Psychiatry, & Psychology, ACHA Conference, Washington, D.C.
- Gatere, S. & Van Lone, J.S. (2002) Inter-group Dialogue on Race. Big Ten Counseling Centers Conference, Iowa City, IA.
- Gehlert, K.M., et. al. (2002) "Attending to multiculturalism in group therapy: An exchange of ideas". American College Personnel Association, Long Beach, CA.
- (2002) "Group therapy roundtable discussion and administrative meeting". Big Ten Counseling Centers Conference, Iowa City, IA.
- Gehlert, K.M., Nafziger, K.L. & Van Lone, J.S. (2002) "Interpersonal process and outcome in group psychotherapy: Implementing group research in university counseling centers". Big Ten Counseling Centers Conference, Iowa City, IA.
- Heitzmann, D. (2001) "Administrative Institute: Leadership and Management Skills for University, Counseling and Psychological Service Directors", Association for University and College Counseling Center Directors, Chicago, IL.
- (2001) "Project Pulse: Critical Issues for Management and Leadership in University Psychological Service Centers", Association for University and College Counseling Center Directors, Toronto.
- Illfelder-Kaye, J. (2001) "Navigating the Internship Selection Process", American Psychological Association Convention, San Francisco, CA.
- (2001) "Experienced Training Directors Face New Challenges, Association of Counseling Center Training Agencies", Mandalay Bay, CA.
- Knapp, M.A. (2002) "Therapeutic Interventions with Self Injury", 8th Annual Eating Disorders on Campus Conference, Penn State
- Morgan, J. (2002) Past Trauma and Future Job Performance, International Conference on Human Resource Development in this Millennium. New Delhi, India.
- Nafziger, et. al. (2002) Violence reduction and community building: The experience of the Centre Community Peace Team. Big Ten Counseling Centers Conference, Iowa City, IA.
- Stout, V. (2002) Prescriptive Privileges: Making the Most of the Partnership Between Nursing, Psychiatry, & Psychology, ACHA Conference, Washington, D.C.

- Odenweller Lewis, T., States, J., et. al. (2001) Safe Passage: Training Interns for Multicultural Competence. Eighth Midwestern Conference on Diversity Issues and Role of Counseling Centers, Urbana-Champaign, IL.
- Wadlington, W.L. (2002) The Art of Becoming a Non-Expert Therapist. *Creating a New Psychology Series*. Lecture conducted at The West Coast Center for Social Therapy, San Francisco, CA.
- (2002) The Psychology of Abstraction: The Paintings of Fred Martin. Lecture conducted at the John F. Kennedy University, Department of Art, Orinda, CA.
- (2001) Reshaping Expertise and Agency Through the Performance of Conversation. Symposium conducted at *Performing the World: Communication, Improvisation and Social Practice, An International Conference*. Montauk, NY.
- (2001) Improvisation in Humanistic Practice: Creating Conversational Opportunities. In W.L. Wadlington (Chair), *Conversation as Postmodern Humanistic Practice: Improvising, Performing, Transforming*. Symposium conducted at the 109th Annual Convention of the American Psychological Association, San Francisco, CA.
- (2001) Critical Perspective: Fred Martin's Art of Abstraction and Hermeticism. In W.L. Wadlington (Chair), *The paintings of Fred Martin: A San Francisco Artist's Method*. Symposium conducted at the 109th Annual Convention of the American Psychological Association, San Francisco, CA.

PUBLICATIONS

- Heitzmann, D.E. (2002) A Runner's Journey. In Cooper, S., Archer, J. and Whitaker, L.C. Casebook of Brief Therapy with College Students, Haworth Press.
- Heitzmann, D.E. & Nafziger, K.L. (2001) Assessing Counseling Centers. In Upcraft, M.L. and Schuh J.H., Assessment Practice in Student Affairs. San Francisco: Jossey-Bass.
- Illfelder-Kaye, J. (2001-02) Tips for Trainers Column. APPIC Newsletter.
- States, J. (In process) Reconnection: The Spiritual Journey in Recovery. In Helmeck, K. (Ed.) Therapists Notebook for Integrating Spirituality into Counseling: Homework, Handouts, and Activities to Use in Psychotherapy. Haworth Press.
- Van Lone, J.S., et. al. (2002) Using short stories to address eating disorders in groups. *Journal for Specialists in Group Work*, 27 (1), 59-77.
- Wadlington, W.L. (2001). Otto Rank's Art. *The Humanistic Psychologist*, 29 (Spring, Summer, Fall), 280-311.

PROFESSIONAL POSITIONS HELD

<u>Gehlert, K.</u>	Core Council Board for Professional Development American College Personnel Association
<u>Heitzmann, D.</u>	Chair, Elements of Excellence Task Force, Association for University and College Counseling Center Directors.
<u>Illfelder-Kaye, J.</u>	Past President, Association of Counseling Center Training Agencies. Secretary, Association of Psychology Post-Doctoral and Internship Centers.
<u>Wadlington, W.</u>	Membership Chair, Division 32, American Psychological Association. Publications Committee, Division 32, American Psychological Association Finance Committee, Division 32, American Psychological Association Editorial Board, <i>Bulletin of Psychology and the Arts</i> Editorial Board, <i>The Humanistic Psychologist</i>

UNIVERSITY COMMITTEES AND TASK FORCES

<u>Gehlert, K.</u>	Office of Disability Services Search Committee
<u>Gilham, L.</u>	Student Affairs Reward and Recognition Committee
<u>Heitzmann, D.</u>	ADA Policy and Procedures Committee Gambling Awareness Campaign Committee Sexual Harassment Resource Person - Student Affairs Student Satisfaction Survey Team 2002 University Working Group on HIPAA Compliance
<u>Johnstone, P.</u>	Coalition Against Relationship and Sexual Violence Violence Against Women Grant Committee
<u>Knapp, M.A.</u>	Eating Issues/Body Image Team Educational Programming Committee Cross Cultural Health Consultant
<u>Lehr, C.</u>	Uniting Student Affairs Newsletter
<u>Nafziger, K.</u>	Advisory Committee for International Students and Scholars Behavioral and Social Sciences Committee, Institutional Review Board
<u>Odenweller Lewis, T.</u>	Committee Chair, Women on Black Affairs Secretary, Forum on Black Affairs Women of Color at Penn State

Shetler, S. Liaison, OUTreach Committee of the Commission for LGB Equity
Member, Penn State's LGB Support Network

Stout, V. Disability Services Documentation Review Board

Wadlington, W. Penn State Consortium for Continuing Education in Psychology

Wilson, M.D. Improved Response to Acts of Hate Committee

AWARDS

Lehr, C. CAPS Colleague of the Year Award

Shetler, S. CAPS Colleague of the Year Award

COMMUNITY SERVICE

Gehlert, K. Big Brothers/Big Sisters
Board Member, Tri-County Habitat for Humanity
Coordinator for Counseling Services, Ulster Project

Heitzmann, D. Board Member, Community Help Centre, Centre County
Consulting staff psychologist: Meadows Psychiatric Center

Nafziger, K. University Mennonite Church, Coordinator of College Student &
Young Adult Activities
Member, Peace Team

Odenweller Lewis, T. St. Paul's Christian Preschool Advisory Board Parent Liaison

Shetler, S. Centre County Drug and Alcohol Planning Council

Stout, V. Assistant Leader, Girl Scouts

Wilson, M.D. Volunteer, American Diabetes Association
Volunteer, America's Walk for Diabetes
Director, Board of Trustees at church

COURSES TAUGHT

Gehlert, K. Counseling Psychology 597: Group Psychotherapy.
Counseling Psychology 597A: Family Counseling: Theory &
Practice
Counseling Psychology 597B: Group Psychotherapy Practicum.

Knapp, M.A. Field Instruction Supervisor, Social Work, University of Pittsburgh
at Johnstown

McClanahan, M. Counselor Education 404: Theory and Practice of Group
Psychotherapy
Counselor Education 506: Counseling Skills

Morgan, J. Counseling Psychology 595A: Practicum in Counseling Psychology

- Nafziger, K. Counseling Psychology 595B: Advanced Practicum in Counseling Psychology
- Nafziger, K. Counseling Psychology 594: Research in Counseling, Department of Counseling Education, Counseling Psychology and Rehabilitation Services
- Odenweller Lewis, T. Consultant, Fall 2000, Cross Cultural Issues in Teams for Management 597F, The Smeal College of Business Administration
- States, J. Counselor Education 420: At Risk Youth, Continuing Education
Counselor Education 577G: Trends and Issues in Addiction Counseling, Continuing Education
Developed World Campus Course – Trends and Issues in Addiction Counseling Opening Fall 2002
- Wadlington, W.L. Invited Lecturer for Creativity Seminar, Winter Residential Program, Saybrook Graduate School, San Francisco, CA (2002)

DISSERTATION COMMITTEES

- Gehlert, K. Justin Bailey (Counseling Psychology), Brad Hieger (Counseling Psychology), David Myers (Counseling Psychology), Laraine Bortner (Counselor Education)
- Heitzmann, D. Roberta Alpert (Clinical Psychology), Justin Bailey (Counseling Psychology), Evelyn Behar (Clinical Psychology), Michael Constantino (Clinical Psychology), Andrew Erkis (Counseling Psychology), Chad Johnson (Counseling Psychology), Michelle Kasoff (Clinical Psychology), John Kinyon (Clinical Psychology), Mario Nicolas (Clinical Psychology), D'Andre Wilson (Counseling Psychology)
- Illfelder-Kaye, J. Alan Baehr (Counseling Psychology), Jenny Chang (Counseling Psychology), Mark Fleming (Counseling Psychology), Jennifer Grzegorek (Counseling Psychology), Chad Johnson (Counseling Psychology), Deanna Kwon (Clinical Psychology), David Myers (Counseling Psychology), Randy Patterson (Counseling Psychology), Gail Simon (Counseling Psychology), Kimberly Watson (Counseling Psychology)
- Wadlington, W.L. Anonymous Outside Reviewer for 3 Doctoral Dissertations, Saybrook Graduate School, San Francisco, CA (2002)

MEMBERSHIPS IN PROFESSIONAL/RESEARCH SOCIETIES

- Baehr, A. American Psychological Association
- Corcoran, M.K. American Academy of Nurse Practitioners
American Nurses' Credentialing Center
Sigma Theta Tau International Nursing Honor Society
American College Health Association
- Gatere, S. American Psychological Association

Gehlert, K. American Psychological Association
American College Personnel Association
American Association of Marriage and Family Therapists

Heitzmann, D. American College Personnel Association
American Psychological Association
Association for University and College Counseling Center Directors
Central Pennsylvania Psychological Association
International Association of Counseling Services, Inc.
Pennsylvania Psychological Association

Illfelder-Kaye, J. Division 17, American Psychological Association
American Psychological Association
Association of Counseling Center Training Agencies
APPIC
Central Pennsylvania Psychological Association

Knapp, M.A. Association of Certified Social Workers
National Association of Social Workers
Diplomate in Clinical Social Work

Monteagudo, R. American Psychological Association
American Counseling Association

Nafziger, K. American Psychological Association, Division 17 Counseling
American Psychological Association, Division 47 Sport
American Psychological Association, Division 52 International
Society for Computers in Psychology

Odenweller Lewis, T. American Psychological Association-Division 17, SIG Supervision
and Training
American Psychological Association-Division 17, Section on Ethnic
and Racial Diversity
American Psychological Association-Division 35, Section 1
Psychology of Black Women

Shetler, S. Central Pennsylvania Psychological Association (CPPA)
National Association of Alcoholism and Drug Abuse Counselors
(NAADAC)
American Counseling Association (ACA)

States, J. American Psychological Association
American Counseling Association

<u>Stout, V.</u>	American College of Neuropsychiatrists American Osteopathic Association Medical Staff Privileges, University Health Services Pennsylvania Osteopathic Association Pennsylvania Psychiatric Association
<u>Van Lone, J.</u>	American College Personnel Association American Psychological Association National Association of Student Personnel Administrators
<u>Wadlington, W.</u>	American Psychological Association, Division 10 (Psychology and the Arts) American Psychological Association, Division 32 (Humanistic Psychology) American Psychological Association, Division 24 (theoretical and Philosophical Psychology) American Psychological Association, Division 29 (Psychotherapy) Central Pennsylvania Psychological Association National Register of Health Service Providers in Psychology
<u>Wilson, D.</u>	American Psychological Association
	<u>RECIPIENTS OF GRANTS/CONTRACTS</u>
<u>Baehr, A.</u>	College of Education, Mr. & Mrs. Horton Dissertation Scholarship
<u>Gatere, S.</u>	Providential Education Organization, IPS Scholarship
<u>Heitzmann, D.</u>	Department of Justice, The Violence Against Women Project
<u>Knapp, M.A.</u>	AT&T Grant, Journey to a Hate Free Millennium UPAC, Eating Disorder Awareness Activities
<u>Wilson, D'Andre</u>	Office of Educational Equity, Penn State, Dialogues on Race

APPENDIX C

STAFF

Senior Staff

Kathy Corcoran, MSN, CRNP	Psychiatric Clinical Specialist; Certified Nurse Practitioner
Chris Fahey, M.S.W.	Licensed Social Worker
Kurt Gehlert, Ph.D.	Licensed Psychologist; Affiliate Faculty, Counseling Psychology
Dennis Heitzmann, Ph.D.	Director; Licensed Psychologist; Affiliate Faculty, Clinical and Counseling Psychology; Associate Member, Graduate Faculty
Joyce Illfelder-Kaye, Ph.D.	Associate Director, Training; Licensed Psychologist; Affiliate Faculty, Clinical and Counseling Psychology; Associate Member, Graduate Faculty
Patricia Johnstone, M.S.	Sexual Assault Counselor
Mary Anne Knapp, M.S.W.	Licensed Social Worker
Theresa Lewis, Ph.D.	Licensed Psychologist; Affiliate Faculty, Counseling Psychology
Mary McClanahan, Ph.D.	Licensed Psychologist; Affiliate Faculty, Counseling Psychology
Jill Morgan, Ph.D.	Licensed Psychologist; Affiliate Faculty, Clinical and Counseling Psychology
Kenneth Nafziger, Ph.D.	Licensed Psychologist
Julie States, Ph.D.	Psychologist
Stephen Shetler, M.A.	Licensed Psychologist; Certified Addictions Counselor
Victoria Stout, D.O.	Psychiatrist, Board Certified by the American Board of Psychiatry and Neurology
Wilbur Wadlington, Ph.D.	Associate Director, Clinical Services; Licensed Psychologist
D'Andre Wilson, M.A.	Psychologist

Office Staff

Lynne Gilham, Staff Assistant	Sandra Minichiello, Staff Assistant
Cynthia Lehr, Staff Assistant	Lori Schoch, Office Manager

Associate Clinical Staff

Mildred Hopkins, Ph.D.	Intake Specialist
Vibha Lal, Ph.D.	Staff Therapist
Sean Lukens, M.S.	Staff Therapist
Kim Mitchell, Ph.D.	Staff Therapist
Cathleen St. Andrews, M.S.W.	Social Worker
Lori Waters, M.S. Ed., LPC	Staff Therapist
Carolyn Tubbs, Ph.D.	Staff Therapist

Interns

Alan Baehr, Penn State University - Counseling Psychology
Sophiah Gatere, Florida Institute of Technology - Clinical Psychology
Rene Monteagudo, Indiana University-Bloomington - Counseling Psychology
Jeffrey Van Lone, West Virginia University - Counseling Psychology

Graduate Assistants

Chloe Casella, Counseling Psychology
Chad Johnson, Counseling Psychology

Randy Patterson, Counseling Psychology
Carmenlita Sayles, Counseling Psychology

Practicum Student in Clinical Social Work

Cathleen St. Andrews

Practicum Students in Counseling Psychology

Colin Browne
Jenny Chang
Audrey Elion
Sarah Franze
Vince Kiefner

Esther Montgomery
David Myers
Norma Ortega
Julissa Senices
Kim VanPutten

Practicum Students in Clinical Psychology

Gia Maramba

Amber Phung