
Counseling and Psychological Services

Strategic Plan Update

1999 – 2000



CENTER FOR COUNSELING AND PSYCHOLOGICAL SERVICES

I. VISION

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

II. 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 on student needs, and the impact of the living/learning environment on student retention, academic achievement and well-being.

III. Goals

In view of Student Affairs overarching goals, the following CAPS goals provide the structure through which we serve students and the entire University community:

1. To enhance student retention, academic performance, and satisfaction by providing professional resources to students with a variety of personal/psychological needs.
2. To establish a program of assessment and continuous quality improvement designed to enhance the quality of all programs and services.
3. To assist students in crisis, and to intervene in potentially life threatening situations.
4. To assist students with common interests and concerns through structured psycho-educational groups, programs, and outreach activities.
5. To respond to the unique needs of special populations such as ethnic minorities, student athletes, international students, adult learners, students with disabilities, and gay, lesbian, bi-sexual and transgendered students.
6. To demonstrate leadership in the enhancement and promotion of counseling services at national, regional and local levels.
7. To provide quality training and accredited doctoral internship opportunities for graduate students in clinical and counseling psychology.
8. To pursue and report program assessment and clinical research, and to participate in the National Counseling Center Research Consortium.
9. To maintain staff vibrancy through in-service training and continuing professional education.
10. To establish and maintain consultative relationships with faculty and staff throughout the university and the Commonwealth Educational System.
11. To seek and maintain collaborative relationships with faculty associates, through affiliate appointments in the clinical and counseling psychology doctoral training programs.

IV. MOST SIGNIFICANT ACHIEVEMENTS/INITIATIVES

- ◆ This year the CAPS staff provided clinical services to 2,108 clients for a total of 12,437 kept appointments. This represents **the highest number of client contacts ever achieved at CAPS**. Brief counseling (defined as requiring up to 3 sessions) was up 26%. The latter increase reflects efforts to reduce length of treatment by offering solution focused approaches and referral to group therapy when indicated. Intensive efforts to arrange disposition of individuals after intake allowed us to link students to services more quickly, and the traditional waiting list for individual therapy was virtually eliminated.
- ◆ This year 351 students participated in 52 groups for a total of 3,149 group therapy contacts. This represents a 9.3% **increase in total group therapy contacts** over the previous year, and a 9.75% **increase in student participants in group therapy**.
- ◆ CAPS made significant strides toward **a paperless note and clinical file system**, with the piloting of the Protégé system. Full implementation of the system began this fall.

V. EDUCATIONAL PROGRAMMING/ACTIVITIES

V. a. Diversity-Focused Programming/Activities

CAPS strives for a leadership position in the promotion of diversity and intercultural understanding as evinced by its offering of diversity focused activities and programs. The following is an outline of relevant accomplishments:

- ◆ Approximately 18% of CAPS clientele were from racial or ethnic minorities, a percentage that is higher than predicted given the campus population statistics.
- ◆ CAPS pursued outreach to underrepresented student populations through specialized groups for lesbian women, gay men, African American women, African American men, and minority student athletes. In conjunction with the Multicultural Resource Center, CAPS offered a successful bi-racial student group. Likewise, in conjunction with the AT&T Center for Service Leadership, CAPS offered a minority student athlete support group focused on the unique responsibilities, opportunities and concerns faced by minority athletes.
- ◆ This year 46 of the 128 outreach events focused on programming impacting members of underrepresented groups at Penn State or helping general audiences and caregivers to increase their understanding of diversity.
- ◆ Dr. Theresa Lewis, Coordinator of Multicultural Programs and Services, provided training and consultation to interns and staff on multicultural issues and cases. In addition, she served as a consultant to university administrators, departments and faculty about diversity related concerns. Formal memberships included the Forum on Black Affairs and the organization of Women of Color. Finally, she has taught Multicultural Seminar to CAPS interns and was guest lecturer in numerous academic classes.
- ◆ D'Andre Wilson collaborated with Brian Favors of the AT&T Center to establish and maintain a student athlete support group, a co-ed group of black athletes. The Bigger Picture, a production for the first annual Paul Robeson Celebration, was successfully developed and presented to an audience of 175.
- ◆ The maximum of 25 students participated in the Multicultural Extended Treatment Program. This special program for minority students provides extended individual counseling services beyond the usual limits to treatment.

V. b. Community-Focused Activities/Programming

- ◆ Last year there were 80 educational programs in support of community building. The programs were focused on three main areas: 1) orienting students 2) enhancing relationship awareness and self-care skills and 3) developing and strengthening community service linkages.
- ◆ CAPS provided interviews that led to 16 articles in the Daily Collegian, Centre Daily Times or the Penn State Faculty Intercom. The information provided was designed to inform the Penn State and State College community about issues affecting students and the services available to them. Among the topics were gambling, alcohol use and binge drinking, eating disorders, relationship violence, trauma related to the bus accident and GHP abuse at Penn State. The parental notification policy about alcohol violations was featured in an NBC Nightly News program, which included interviews with Dennis Heitzmann and Vice President William Asbury.
- ◆ Stephen Shetler and Mary McClanahan were visible and vocal presences for the LGBT community at Penn State. Their frequent guest lectures in classes as well as their association with the Commission for LGB Equity and the LGB Support Network represent noteworthy efforts in this area.
- ◆ Stephen Shetler was a member of the University Park Campus/Community Partnership and a member of UPCCP's Education and Awareness Committee, a task force attempting to address binge drinking at the University Park Campus and in the Centre Region. In addition, he was awarded the CPATODA Meritorious Service Award for "exceptional service and dedication to Penn State", and was appointed to a three-year position with the Centre County Drug and Alcohol Planning Council.
- ◆ CAPS participated in the National Eating Disorder Screening Project for the first time this year, in collaboration with University Health Services and with the support of the Laura Whittaker and AT&T Center funds.

V. c. Academic Alliances

- ◆ CAPS Predoctoral Internship in Professional Psychology was in its 18th year of operation as an American Psychological Association accredited internship site. Interns representing academic programs in Clinical and Counseling Psychology provide a full range of services under supervision during their year long experience. Interns representing SUNY at Buffalo, Catholic University, Penn State University and Virginia Commonwealth University were onsite this year. CAPS in the process of preparing a self-study to be submitted to the APA Committee on Accreditation in advance of a site visit scheduled for March 2001.
- ◆ Four half-time graduate assistants (three from Counseling Psychology and one from Clinical Psychology) provided a full range of services under the supervision of senior staff. In addition, CAPS had ten students from the Counseling Psychology Doctoral Program participating in practicum/advanced practicum. These students saw 5-6 clients per week while participating in a seminar and weekly clinical supervision.
- ◆ CAPS staff taught the following academic courses: Group Psychotherapy, Group Psychotherapy Practicum, Family Counseling: Theory and Practice, Practicum in Counseling Psychology, and Psychopharmacology. CAPS presented over sixty guest lectures in academic courses. Topics included ethics, counseling issues, LGBT concerns, sexual assault, eating disorders, students in distress, workgroup dynamics, diversity awareness, depression, suicide prevention and healthy living at Penn State.

- ◆ Drs. Lewis and Gehlert participated as consultants and curriculum developers in the MBA course on team development.
- ◆ 53 faculty and staff from across campus participated in the HRDC co-sponsored classes "Dealing with Students in Distress", a program supported by funds from the Paul Wolff Memorial Fund.
- ◆ CAPS recognized five faculty at the Student Affairs Faculty Associates Recognition and Appreciation reception this year: Dr. Barbara Gray from the College of Business Administration, Drs. Bob Slaney, Beverly Vandiver, and Kathy Bieschke from the Counseling Psychology Program, and Dr. Louis Castonguay from the Clinical Psychology Program.
- ◆ Drs. Heitzmann, McClanahan and Nafizger served as members of the Institutional Research Review Board, Behavioral Sciences area.
- ◆ CAPS staff serve on numerous doctoral comprehensive and dissertation committees as affiliate faculty in Clinical and Counseling Psychology.

V. d. Program Quality Assessment and Improvement

- ◆ In order to improve the quality of educational programming, CAPS has utilized the Student Affairs Assessment form to evaluate select CAPS programs. Of the 25 programs evaluated, 88% of the participants rated the programs as good or excellent. For the HRDC Students in Distress programs, 97% of the faculty and staff participants felt that the information was useful for them.
- ◆ CAPS remains integrally involved in the Educational Programming Council, an effort designed to advance educational programming efforts in a planful, collaborative fashion.
- ◆ The American Psychological Association has continued to accredit the Internship in Professional Psychology sponsored by CAPS. This spring CAPS will undergo a complete site visit evaluation by evaluators from the American Psychological Association.

VI. BASIC SERVICES

VI. a. Initiatives/Achievements

Background of Clients

As seen in Table 1, the ratio of men to women clients seen at CAPS remained relatively constant. The ages of clients seen remains similar to previous years (Table 2 and Chart 1). About 18% of CAPS' clients are from racial or ethnic minority groups (Table 3). About 10% of CAPS clients are international students (Table 4). 89% of clients are single (Table 5). This year at CAPS, 82% of the clients we saw were undergraduates, while 16 % were graduate students (Table 6), representing a slight relative decrease 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 73% of our clients had never been to CAPS before, while 27% were returning clients (Table 8), the latter suggesting the presence of more chronic psychological problems among our clients.

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. 33% of our clients have serious Mood Disorders. Major Depression, a serious and widespread disorder, is present in 22% of our clients, and problems that are generally considered milder, such as Adjustment Disorders, were reported at about the same rate as in previous 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 types of stressors affecting

students were generally similar to previous years, but each year more were regarded as being stressed about occupational and academic issues than in the past (Table 13).

Clinical Services Provided

As seen on Chart 4 and in Table 14, there was a 7% overall increase in clinical services at CAPS this year, including a dramatic 12% increase in Intake appointments, a 10% increase in Individual Counseling and a 9% increase in Group Counseling.

Individual Counseling Services

As noted above, all forms of Individual Counseling increased this year. 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. While more students were seen for individual counseling, far fewer waited for a first therapy session, due in part to increasingly effective use of part-time staff and more efficient record-keeping procedures.

Group Therapy

This year 351 students participated in 52 groups for a total of 3,149 group therapy contacts. This represents a robust 9.3% increase in total group therapy contacts over the previous year, and a 9.75% increase in student participants in group therapy. The average attendance for each group was 9.0 sessions. Also, group evaluations, appointments in which clients are interviewed for possible inclusion in groups, were up a striking 20%. Group offerings included short and long-term general therapy groups for undergraduate and graduate students. Specialized groups included eating disorders, family issues, African American women, bi-racial students, stress management, women's issues, men's issues, gay men, lesbian women, survivors of sexual assault, depression, substance dependence, and obsessive compulsive disorders.

Psychiatric Services

As seen on Chart 4 and Table 14, Psychiatric Services decreased by 7% this year. Initial Psychiatric Evaluations were up 2%, but Psychiatric Follow-up appointments were down by 9%.

Crisis Intervention

Over the past few years, Crisis Services have undergone dramatic increases. This year services increased by 2%. This year, six students were hospitalized, there was one suicide, the first in several years, and 48 sexual assault data forms were recorded by CAPS staff. Secondly, many students experienced emotional sequelae as a result of the student bus accident, and subsequently sought psychological services. Crisis services in the immediate aftermath of the accident and throughout the year were provided to many students affected by the incident.

VI. b. Service Quality Assessment and Improvement

- ◆ This year CAPS followed through on the recommendations of a CAPS Clinical Services CQI report that encouraged modifications be made to CAPS' **Crisis Triage Protocol**. This year's increase in crisis contacts continues to reflect that change. Students were served quickly (usually the same day) in crisis appointments when they called in to schedule initial Intake appointments. Also, for the second year, following the team's recommendations, additional training sessions on crisis assessment for staff assistants were held. Once again, a system for distributing intake appointments over the course of the semester, was instituted, so that more intakes were available at peak times. As the result of another CQI initiative undertaken by the Acting Clinical Director and Staff Assistants, **a new procedure for scheduling clients more promptly** after intake was developed and implemented.
- ◆ Several quality improvement efforts to **facilitate the referral process to groups** were continued including an orientation to the group program for new CAPS employees, and

continued training on referring clients to group. In addition, a systematic method for consolidating groups that failed to generate enough members was used, allowing for better accommodation of the needs of the student clients and more efficient use of CAPS staff time.

- ◆ **Comprehensive assessment of the Group Therapy Program** was conducted during the Spring Semester 2000. 70 members (34% return rate) from 21 different groups comprised the sample. While the sample reported struggling with their psychological functioning as they entered group therapy (mean = 2.6), they reported a significant increase in psychological functioning as a result of their participation in a group (mean = 3.7). In addition, 99% of the sample reported that they were well informed regarding the nature and purpose of the group they were entering, while 96% felt well informed regarding group rules and confidentiality issues of groups.
- ◆ CAPS remains **fully accredited by the International Association of Counseling Services, Inc.**, certifying that it meets or exceeds high standards of function as a counseling/psychological service.
- ◆ CAPS and Career Services pursued an informal CQI project to **streamline the process of referral** and student assignment to the respective services. A consultation form has been piloted to expedite release of information and coordination of services.
- ◆ A **referral survey** was mailed to community psychological service providers and group practices. Data were collected and are now available for staff use. The data consists of information about 60 potential providers in the community and will facilitate quality control and easy access to referral resource information.

VII. HUMAN RESOURCES

The multidisciplinary staff of the center (see Appendix C) engage in bi-weekly professional development programs designed to inform, educate, and enhance professional skills. Among the topics for the 1999-00 program were the following: Multicultural Case Conference, HIV Awareness, Diagnosis and Disposition, Understanding Islam, Social Phobia and Bi-Polar Disorder. In addition to the above, CAPS staff participated in two all staff retreats. The purpose of these half to full day experiences were to review the year, plan for the following year, improve morale and pursue team-building activities. Finally, the staff development coordinator published weekly editions of "Re:CAPS", the CAPS newsletter.

CAPS staff are actively involved in professional development and avail themselves of opportunities on local, regional and national bases. Staff attended conferences but also presented in many venues in an effort to maintain professional currency and to share knowledge with colleagues across the country (see Appendix B).

Finally, CAPS continued its consulting, evaluation and intervention program with the Office of Human Resources. By contract with OHR the director and select staff consult with management on problematic employees and situations requiring organizational consultation. Several consultations as well as assessments of troubled and/or dangerous employees were provided throughout the year.

VIII. FACILITIES, SPACE AND EQUIPMENT

Due to moderate increases in staffing over the years CAPS finds itself in a position where units of office space are at a premium. There is a plan to divide the large group room into two smaller spaces to accommodate additional clinical hours. In addition, there is a growing list of minor structural and cosmetic projects needing attention in the near future.

IX. COMPUTER INFORMATION SYSTEMS AND DATA ANALYSIS

The CAPS data management coordinator and the office manager reviewed several computerized record-keeping and data management systems that were especially developed for counseling centers. The potential UHS programs for medical record keeping were also considered, but the cost of the software and the computer equipment upgrade required would be too great. There are no turnkey products, but Protégé was chosen as the one that provided the most for the least amount of money. The research coordinator consults with our network administrator to ensure confidentiality in consideration of the Health Insurance Portability and Accountability Act in maintaining on-line health records.

A database for archiving group therapy data has been established. The data will be available for future program assessment/development and for future research. In addition, the CAPS web site offers a complete listing of CAPS groups offered (including day and time offered as well as a brief description of each group). Secondly, the Research Committee identified a project of process and outcome research on our group program. In collaboration with other researchers, a research databank will provide confidential, archival data for researchers at CAPS. Finally, CAPS will continue to be involved in relevant research initiated by the National Consortium of Counseling and Psychological Services in Higher Education.

X. RELATIONSHIP TO CAMPUSES

As in years past, crisis and mental health consultation with the Commonwealth Colleges and Campuses was provided as part of CAPS services to the campuses. Among the more common telephone consultations to the campuses included treatment planning, referral, legal issues, licensure and advice on insuring the safety of students in the system. In addition to clinical consultation, programmatic consultation is provided to campus administrators. CAPS specialized services, including sexual assault counseling and addictions counseling, has expanded our ability to provide meaningful information to consultees throughout the system.

Dr. Kurt Gehlert and a CAPS intern are serving on a campus wide Student Affairs Assessment Team that is examining counseling services offered at the various Commonwealth Campuses. The purpose will be to determine the nature and quality of services with recommendations for maintaining suitable services for all Penn State students.

Consultation and workshop material led to a tailoring of the Students in Distress Workshop for Capitol College faculty and staff. The program was provided by psychologist Dr. Steve Backels. We anticipate that this "training the trainers model" can be utilized by other campuses as well. In addition, CAPS provided outreach workshops specifically for the campuses on site at the campuses including crisis intervention, campus issues and the coming out process, ethics for career counselors and meeting the counseling needs of students at the Worthington/Scranton campus.

XI. TRENDS AND FUTURE DIRECTIONS

Trends

With regard to future trends, it is anticipated that the increasing severity and complexity of concerns with which clients present will continue to place demands on our clinical service delivery system. We have increasingly relied on part-time providers to address the need for more rapid intake and disposition, and this is expected to continue. Limited psychological resources in the local community continue to impact on CAPS, in that fewer referral options are available, fewer clients have adequate insurance to afford private therapy, and managed care often restricts access to only certain providers. Given the increasing incidence and earlier onset of severe mood disorders in the general population, it is anticipated that continuing demands will

be placed on CAPS' psychiatric services. Group therapy remains the treatment of choice for many students' concerns, and therefore continuing efforts will be made to refer to groups when appropriate. Additional staff training in addressing the kinds of psychological problems facing students, and in making timely and appropriate referrals will be necessary.

Binge drinking continues largely unabated at Penn State. Other drug use appears to be on the rise, particularly the use of "club drugs" (e.g. Ecstasy, GHB, etc.). It is expected that, as more students, faculty and staff become aware of the drug and alcohol treatment services available at CAPS, more referrals including self-referrals will materialize. These developments, together with more complicated clinical issues, predict for a continuing desire for more, and better, preventive as well as treatment services offered by CAPS and other related offices.

The most notable trend in counseling center data and document management is toward computerization with the goal, a paperless office. CAPS is seeking to stay in the forefront by reviewing and adopting cost-effective ways to automate our scheduling, record-keeping, and data management. All of this is being done with careful attention to required confidentiality, and to the ethical concerns of CAPS staff. Having students enter their intake data directly onto computer terminals would ease access to data and information about clients. CAPS staff are becoming increasingly familiar and comfortable with technology, opening themselves to the benefits of advanced technology. For instance, the preliminary piloting of Dragon Naturally Speaking will allow us to determine the utility of voice recognition in reducing the workload of the transcriptionist.

**APPENDIX A
CLINICAL AND DEMOGRAPHIC DATA***

TABLE 1

GENDER OF CLIENTS

	1997-98		1998-99		1999-00	
	#	%	#	%	#	%
Males	647	35	759	38	774	37
Females	1177	65	1261	62	1295	63
Total	1824	100	2020	100	2069	100

TABLE 2

AGE OF CLIENTS

	1997-98		1998-99		1999-00	
	#	%	#	%	#	%
17	16	<1	14	<1	16	<1
18	171	9	167	8	176	8
19	249	14	292	14	297	14
20	353	19	359	18	376	18
21	362	20	391	19	388	18
22	180	10	241	12	244	12
23	87	5	111	5	127	6
24	59	3	58	3	74	4
25	53	3	53	3	60	3
26	56	3	52	3	39	2
27	34	2	45	2	50	2
28	43	2	34	2	30	1
29	17	1	43	2	30	1
30-39	95	5	111	5	115	6
40-49	40	2	36	2	43	2
50+	7	<1	7	<1	7	<1
Total	1822	100	2012	100	2108	100

* Complete information is not available in all areas for all clients

TABLE 3

RACIAL/ETHNIC BACKGROUND OF CLIENTS

	1997-98		1998-99		1999-00	
	#	%	#	%	#	%
White American	1516	83	1661	83	1676	80
African American	100	6	125	6	140	7
Hispanic	67	4	77	4	81	4
Asian/Pacific Islander	87	5	90	4	106	5
American Indian or Alaskan Native	4	<1	1	<1	11	1
Other	43	2	49	2	52	2
Total	1817	100	2007	100	2108	100

TABLE 4

NATIONALITY OF CLIENTS

	1997-98		1998-99		1999-00	
	#	%	#	%	#	%
United States	1644	91	1798	90	1868	89
Non U.S.	172	9	211	10	202	10
Asian	42	2	49	2	47	2
African	9	<1	13	1	8	<1
Latin American	17	1	35	2	31	1
European	61	3	68	3	65	3
Middle East	7	<1	7	<1	13	1
Other	36	2	39	2	38	2
Total	1816	100	2009	100	2108	100

TABLE 5

MARITAL STATUS OF CLIENTS

	1997-98		1998-99		1999-00	
	#	%	#	%	#	%
Single	1643	90	1817	89	1885	89
Married	88	5	96	5	83	4
Divorced	34	2	31	2	31	1
Separated	15	1	13	1	11	1
Widowed	1	<1	1	<1	1	<1
Living with significant other	47	3	70	3	73	3
Total	1828	100	2028	100	2108	100

TABLE 6

UNIVERSITY STATUS OF CLIENTS

	1997-98		1998-99		1999-00	
	#	%	#	%	#	%
Undergraduate Students	1515	84	1646	82	1726	82
Freshman	240	13	250	12	246	12
Sophomore	298	17	326	16	362	17
Junior	482	27	490	24	514	24
Senior	495	27	580	29	604	29
Graduate Students	283	16	356	18	328	16
Other	5	<1	2	<1	6	<1
Total	1803	100	2004	100	2108	100

TABLE 7
COLLEGE OF CLIENTS

	1997-98		1998-99		1999-00		At PSU*
	#	%	#	%	#	%	%
Agriculture	88	5	90	4	85	4	5
Arts	94	5	123	6	138	7	5
Business Administration	195	11	221	11	261	12	18
Communications	120	7	136	7	151	7	6
Earth and Mineral Science	58	3	61	3	66	3	2
Education	144	8	161	8	147	7	6
Engineering	139	8	178	9	212	10	16
Health and Human Development	286	16	271	13	271	13	12
Liberal Arts	374	21	428	21	398	19	12
Science	140	8	137	7	136	6	8
Division of Undergraduate Studies	86	5	89	4	88	4	5
Other	19	1	29	1	13	1	5
Total	1813	100	2010	100	2108	100	100

* Percentage of University Park students enrolled in each college in 99-00.

TABLE 8
PREVIOUS USE OF CAPS SERVICES

	1997-98		1998-99		1999-00	
	#	%	#	%	#	%
New Clients	1418	75	1461	72	1540	73
Returning Clients	484	25	570	28	568	27
Total	1902	100	2031	100	2108	100

TABLE 9
PRIMARY REFERRAL SOURCES*

	1997-98		1998-99		1999-00	
	#	%	#	%	#	%
Self	1059	56	1210	60	1294	61
Friends	398	21	427	21	455	22
Parent/Relatives	305	16	293	14	322	15
University Health Services	145	8	165	8	192	9
Faculty	115	6	104	5	113	5
Total	2922	100	2199	100	2376	100

* More than one referral source can be identified

TABLE 10
CLIENTS REFERRED TO OTHER SERVICES*

	1997-98			1998-99			1999-00		
	#	%	% of Clients	#	%	% of Clients	#	%	% of Clients
College of Education Counseling Service	87	13	5	81	25	4	116	15	6
Private Therapist	258	39	14	332	42	16	307	39	15
Psychological Clinic	16	2	1	14	2	<1	22	2	1
Other PSU Services	27	4	1	54	7	3	61	7	3
Other Services	279	42	15	319	40	16	280	36	13
Total	667	100	36	800	100	39	786	100	38

* Some of these clients were also seen for CAPS services.

TABLE 11
DSM-IV DIAGNOSTIC CLASSIFICATION*

	1998-99		1999-00	
	#	%	#	%
Life Circumstance Problem	431	21	383	18
Parent-Child/Sibling	81	4	63	3
Partner/Relational	154	8	133	6
Other Relational Problems	58	3	47	2
Academic/Occupational Problem	40	2	30	1
Uncomplicated Bereavement	55	3	62	3
Phase of Life/Acculturation	43	2	48	2
Adjustment Disorder	331	16	422	20
With Depressed Mood	178	9	178	8
With Anxiety	29	1	86	4
With Mixed Anxiety/Depression	111	5	121	6
With Disturbance of Conduct	3	<1	3	<1
Other	10	<1	34	1
Mood Disorder	695	34	689	33
Major Depression	462	23	456	22
Dysthymic	170	8	182	9
Bipolar Disorder	38	2	34	2
Cyclothymia	16	<1	2	<1
Other Depressive Disorders	9	<1	15	<1
Anxiety Disorder	344	17	344	16
Generalized Anxiety Disorder	73	4	72	3
Post-Traumatic Stress Disorder	59	3	55	3
Phobia	22	1	52	2
Panic Disorder	53	3	51	2
Obsessive-Compulsive Disorder	51	3	27	1
Other	86	4	87	4
Personality Disorder	84	4	46	2
Dependent	9	<1	5	<1
Borderline	23	1	10	<1
Obsessive Compulsive	11	<1	4	<1
Avoidant	10	<1	5	<1
Narcissistic	8	<1	4	<1
Other	23	1	18	<1
Psychoactive Substance Use Disorder	193	10	140	7
Alcohol	144	7	94	4
Other Drugs	49	2	46	2
Eating Disorder	137	7	144	7
Anorexia	24	1	19	1
Bulimia	39	2	44	2
Unspecified	74	4	81	4
Psychotic Disorders	6	<1	10	<1
Sexual Disorder	8	<1	4	<1
Sleep Disorder	6	<1	10	<1
Impulse Control Disorder	17	1	17	1
Identity Problem	36	2	35	2
Attn. Deficit/Hyperactivity Disorders	43	2	55	3
Victim of Physical/Sexual Abuse	61	3	56	3

* Clients can be given up to 3 diagnoses: Up to 2 diagnoses for Axis I and one diagnosis for Axis II (personality disorders).

TABLE 12
LEVEL OF PSYCHOLOGICAL FUNCTIONING AT INTAKE*

	1997-98		1998-99		1999-00	
	#	%	#	%	#	%
Severe Impairment	130	7	128	7	102	5
Moderate Impairment	808	44	751	38	750	38
Mild Impairment	685	38	861	44	864	43
Minimal Impairment	195	11	231	12	273	14
Total	1819	100	1971	100	1989	100

* Based on DSM-IV Axis V Diagnosis

TABLE 13
TYPES OF PSYCHOLOGICAL STRESSORS*

	1997-98		1998-99		1999-00	
	#	%	#	%	#	%
Primary Support Group	1031	54	976	52	1005	47
Social Environment	836	44	894	44	937	44
Occupational/Academic	320	17	521	25	569	27
Housing	33	2	41	2	24	1
Economic	89	5	101	5	86	4
Access To Health Care Svcs.	32	2	25	1	24	1
Interaction with Legal Sys	122	6	142	7	100	5
Other	133	7	121	6	193	9

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

TABLE 14
CLINICAL SERVICES PROVIDED

CLINICAL SERVICES	# KEPT APPOINTMENTS		
	1998-99	1999-00	CHANGE %
Intake	1648	1848	+12
Crisis Intervention	646	660	+2
Individual Counseling	4336	4749	+10
Brief Counseling	497	619	+26
Short-term Therapy	3280	3551	+8
Long-term Therapy	559	579	+4
Group Counseling	2882	3149	+9
Group Evaluation	284	340	+20
Psychiatric Services	1781	1652	-7
Psychiatric Evaluation	277	282	+2
Psychiatric Follow-up	1504	1370	-9
Psychological Testing	33	39	+18
TOTALS	11,610	12,437	+7

CHART 1 AGE OF CLIENTS

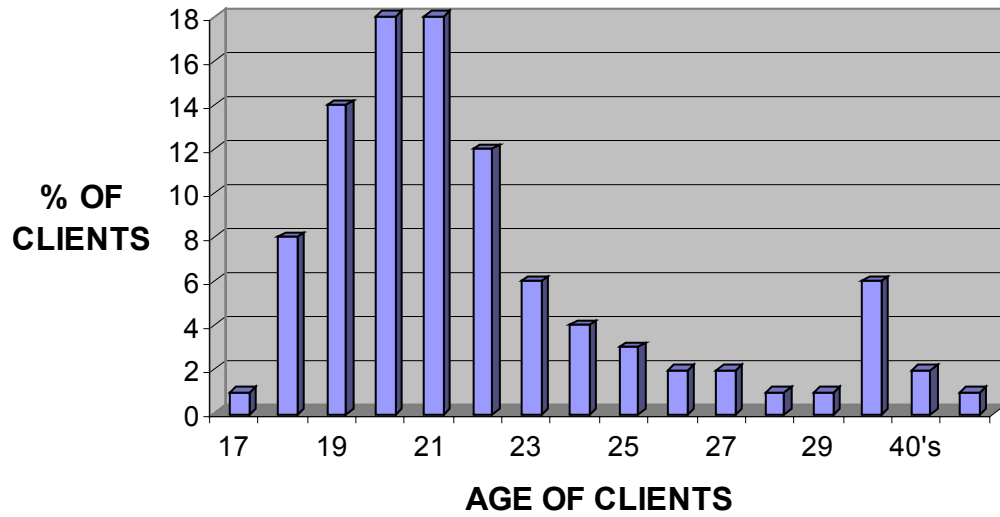


CHART 2 DIAGNOSTIC CLASSIFICATION

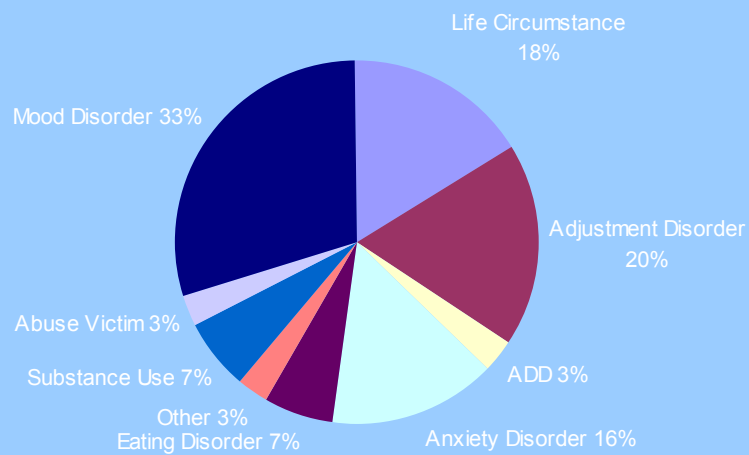


CHART 3 FUNCTIONING AT INTAKE: LEVEL OF IMPAIRMENT

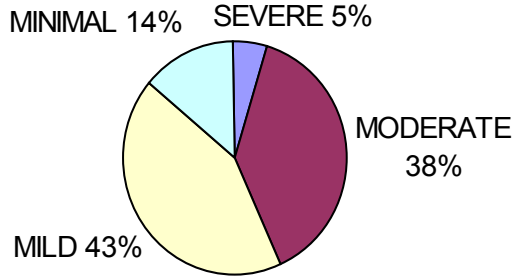
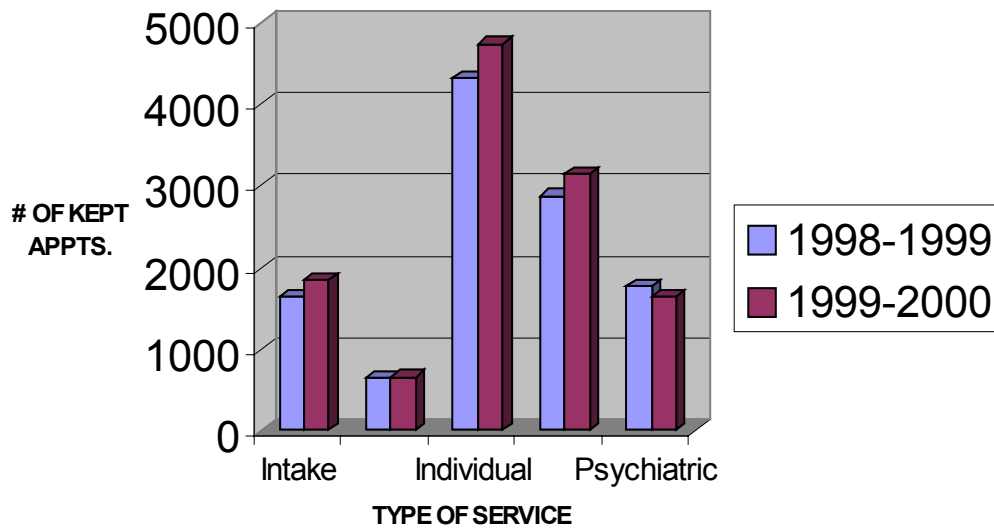


CHART 4 Clinical Services Provided



APPENDIX B

PROFESSIONAL/ACADEMIC ACTIVITIES

CONFERENCE PRESENTATIONS

- Gehlert, K., et. Al. (2000) "Group Counseling in College Counseling Centers: an Exchange of Ideas." American College Personnel Association Annual Convention, Washington, D.C.
- Gehlert, K. & Gina Zanardelli (2000) "Job Search Strategies for New Professional Seeking Counseling Center Positions." Big Ten Counseling Centers Conference, Minneapolis.
- Gehlert, K., Knapp, M.A., & Heitzmann, D. (2000) "Students in Distress: Guidelines for Faculty and Staff." Big Ten Counseling Centers Conference, Minneapolis.
- Gibson, S. (2000) "The Interconnectedness of all Things: Mind/body Healing for Healers." Big Ten Counseling Centers Conference, Minneapolis.
- Heitzmann, D. (1999) "Project Pulse: Critical Issues for Management and Leadership in University Psychological Service Centers." Association for University and College Counseling Center Directors, Miami Beach.
- Heitzmann, D. (1999) "When Hope and Fear Collide: A Colloquy on Today's College Student." Association for University and College Counseling Center Directors, Miami Beach.
- Heitzmann, D. (1999) "Technological and Methodological Adjuncts to Counseling in College Contexts." American Psychological Association Annual Convention, Boston.
- Illfelder-Kaye, J. (2000) "Counseling Ethics." Career Services Annual System-wide Conference, Penn State.
- Illfelder-Kaye, J. (1999) "Re-Considering the Intern Interview Process from the Perspective of Applicants: A Proposal and Discussion." Association of Counseling Center Training Agencies Annual Conference, French Lick, IN.
- Illfelder-Kaye, J., et. al. (1999) "Finding Balance: The Conflicting Demands of Parenting and Training. What's a Training Director to Do?" Association of Counseling Center Training Agencies Annual Conference, French Lick, IN.
- Knapp, M.A., et. al. (1999) "Eating Disorders/Body Image: Issues and a University Response." University Health Services Continuing Education, Penn State.
- Knapp, M.A. (1999) "Crisis Intervention for PreTrial Services", Pennsylvania PreTrial Services Annual Fall Forum, Penn State.
- Morgan, J. (2000) "The Impact of Unresolved Trauma on Job Performance." Conference on Human Resources in the 21st Century. New Delhi, India.

- Morgan, J. (1999) "On Not Having a Voice: Women Developing Eating Disorders." University of New Hampshire Women's Studies Conference, Durham, NH.
- Nafziger, K., Heitzmann, D., et. al. (2000) "Computerized Record Keeping and Data Management in Big Ten Counseling Centers: Where We Are and Where We Go From Here." Big Ten Counseling Centers Conference, Minneapolis.
- Nafziger, K. (1999) "Reentry Adjustment of Student Sojourners: Testing the U-Curve Hypothesis." American Psychological Association, Boston.
- Stout, V. (1999) "Update on Antidepressant Medication." University Health Services Continuing Education, Penn State.
- Wadlington, W. (1999) The sublime in nature and in luminist painting. *Phenomenologies of Aesthetic Perception: Manifestations of Light in Art.* American Psychological Association, Boston.
- Wadlington, W. (1999) (Chair) Social therapy as revolutionary activity: Implications for humanistic psychotherapy. *Toward a Postmodern Humanistic Psychology: The Performative Paradigm.* American Psychological Association, Boston.

PUBLICATIONS

- McClanahan, M., et. al. (2000) Programmatic research in the treatment of lesbian, gay and bisexual clients: The past, the present, and the course for the future. In R. Perez, K. DeBord, and K Bieschke (eds.), Handbook of Counseling and Psychotherapy with Lesbian, Gay, and Bisexual Clients. Washington, D.C.: American Psychological Association.
- McClanahan, M., & Tozer, E.E. (1999) Treating the purple menace: Ethical considerations of conversion therapy and affirmative alternatives. The Counseling Psychologist, 27(5), 722-744.
- Wilson, M.D., et. al. (2000) Empirical investigations of gay, lesbian, and bisexual college students: Are they worth the effort? In N.J. Evans & V.A. Wal (Eds.), Beyond Tolerance: Gays, lesbians, and bisexuals on campus (pp. 29-60). Lanham, MD: University Press of America.
- Wilson, M.D. (1999) Definition of Terms: Cultural congruence, cultural continuity, cultural destructiveness, cultural oppression, cultural oppression, cultural paranoia, and cultural preservation. In Mio, J.S., Trimble, J.E., Arrendondo, P., Cheatham, H.E., & Sue, D. (Eds.), *Key Words in Multicultural Interventions: A dictionary.* Westport, CT.: Greenwood Press.

PROFESSIONAL POSITIONS HELD

- Gehlert, K. Directorate Member, Commission VII (Counseling and Psychological Services) of the American College Personnel Association.
Ad Hoc Reviewer – Journal of Counseling and Development.
- Heitzmann, D. Chair, Elements of Excellence Task Force, Association for

Illfelder-Kaye, J. University and College Counseling Center Directors.
Wadlington, W. President, Association of Counseling Center Training Agencies.
 Membership Chair, Division 32 (Humanistic Psychology), American Psychological Association.

UNIVERSITY COMMITTEES AND TASK FORCES

Gehlert, K. CQI Process Facilitator
 Student Affairs Counseling Centers Assessment Team

Heitzmann, D. Advisory Committee on International Students and Scholars
 Institutional Research Review Board, Behavioral Sciences
 Sexual Harassment Resource Person - Student Affairs

Johnstone, P. Sexual Assault Prevention Committee

Knapp, M.A. Eating Issues Prevention Team
 Sexual Assault Prevention Committee
 Educational Programming Committee
 Career Services/CAPS Referral Process Committee

Lewis, T. Forum on Black Affairs
 Women of Color Organization

McClanahan, M. Liaison, graduate, undergraduate lesbian, gay, bisexual, and transgendered groups

Morgan, J. Training Committee (Counseling Psychology)

Nafziger, K. Institutional Research Review Board, Behavioral Sciences

Schoch, L. Student Affairs Reward and Recognition Committee

Shetler, S. University Park Campus – Community Partnership (UPCCP),
 Education and Awareness Committee
 Liaison, Outreach Committee of the Commission for LGB Equity
 Member, Penn State's LGB Support Network
 Member, HIV/AIDS Education Consortium

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

AWARDS

Knapp, M.A. Vice President's Award for Outstanding Service to Students

McClanahan, M. CAPS Colleague of the Year Award

Schoch, L. CAPS Colleague of the Year Award

COMMUNITY SERVICE

Gehlert, K. Big Brothers/Big Sisters

<u>Gibson, S.</u>	Member, Board of Directors, Park Forest Montessori School Member, Executive Committee, Counseling Ministry Member, Advisory Board, Distance Learning Network
<u>Heitzmann, D.</u>	Chair, Student Affairs United Way Campaign - 2000 Consulting staff psychologist: Centre Community Hospital Consulting staff psychologist: Meadows Psychiatric Center
<u>Knapp, M.A.</u>	United Way Planning Committee - 1999
<u>Lehr, C.</u>	United Way Planning Committee – 1999/2000
<u>Lewis, T.</u>	St. Paul's Christian Preschool Advisory Board parent Liaison
<u>Nafziger, K.</u>	University Mennonite, Co-Coordinator of College Student & Young Adult Activities.
<u>Schoch, L.</u>	United Way Planning Committee - 2000
<u>Shetler, S.</u>	Centre County Drug and Alcohol Planning Council
<u>Wadlington, W. L.</u>	Consulting staff psychologist: Meadows Psychiatric Center

COURSES TAUGHT

<u>Gehlert, K.</u>	Counseling Psychology 597: Group Psychotherapy. Counseling Psychology 597A: Family Counseling: Theory & Practice. Counseling Psychology 597B: Group Psychotherapy Practicum.
<u>Gibson, S., et. al.</u>	Psychology 597: Psychopharmacology
<u>Lewis, T.</u>	Counseling Psychology 597E: Assessment from a Cultural Perspective Management 597F: Cross Cultural Issues in Teams Management 597F: Cultural Awareness Business Administration 517: How to Diagnose Team Dynamics
<u>McClanahan, M.</u>	Lesbian, Gay, Bisexual, and Transgender Issues
<u>Morgan, J.</u>	Counseling Psychology 595A: Practicum in Counseling Psychology Counseling Psychology 595B: Advanced Practicum in Counseling Psychology

DISSERTATION COMMITTEES

<u>Gehlert, K.</u>	Brad Hieger (Counseling Psychology)
<u>Heitzmann, D.</u>	Justin Bailey (Counseling 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), Alex Schut (Clinical Psychology), Sandra

Testa (Clinical Psychology), Betty Welch (Clinical Psychology).

Illfelder-Kaye, J.

Oscar Alcaine (Clinical Psychology), Alan Baehr (Counseling Psychology), Laura Boekman Balogh (Clinical Psychology), Carolyn Bershad (Counseling Psychology), Leonor Diaz (Clinical Psychology), Amy Eberz (Counseling Psychology), Jim Fauth (Counseling Psychology), Mark Fleming (Counseling Psychology), Jennifer Grzegorek (Counseling Psychology), Jennifer Harp (Counseling Psychology), Chad Johnson (Counseling Psychology), Gail Simon (Counseling Psychology), Esther Wright (Counseling Psychology), Andrea Zuellig (Clinical Psychology).

MEMBERSHIPS IN PROFESSIONAL/RESEARCH SOCIETIES

Gehlert, K.

American Psychological Association
American College Personnel Association
American Association of Marriage and Family Therapists

Gibson, S.

American Academy of Nurse Practitioners
American Psychiatric Nurses Association
Mid-State Nurse Practitioners Association

Heitzmann, D.

Central Pennsylvania Psychological Association
American College Personnel Association
American Psychological Association-Division 17
Association for University and College Counseling Center Directors
Central Pennsylvania Psychological Association
Pennsylvania Psychological Association

Illfelder-Kaye, J.

American Group Psychotherapy Association
American Psychological Association-Division 17
Association for Professional Psychology Internship Centers
Association of Counseling Center Training Agencies

Knapp, M.A.

Academy of Certified Social Workers
National Association of Social Workers
Diplomate in Clinical Social Work

Kachik, J.

American Psychological Association

Lewis, T.

American Psychological Association-Division 17
SIG Supervision and Training

Morgan, J.

Central Pennsylvania Psychological Association
Pennsylvania Psychological Association
International Association for Studies in Traumatic Stress

Nafziger, K.

American Psychological Association

Shetler, S. American College Personnel Association
Central Pennsylvania Psychological Association
National Association of Alcoholism and Drug Abuse Counselors
National Association of Lesbian and Gay Addiction Professionals

Stout, V. American Psychiatric Association
Pennsylvania Psychiatric Association
American Osteopathic Association
American College of Neuropsychiatrists

Wadlington, W. American Psychological Association
Central Pennsylvania Psychological Association
National Register of Health Service Providers in Psychology

Wilson, D. American Psychological Association

RECIPIENTS OF GRANTS/CONTRACTS

Illfelder-Kaye, J., & Knapp, M.A. AT&T for materials to provide Empirically Supported Treatments to students.

APPENDIX C

STAFF

Senior Staff

Chris Fahey, M.S.W.	Licensed Social Worker
Kurt Gehlert, Ph.D.	Licensed Psychologist; Affiliate Faculty, Counseling Psychology
Sue Gibson, M.S.N.	Certified Nurse Practitioner; Psychiatric Clinical Specialist
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
Stephen Shetler, M.A.	Licensed Psychologist; Certified Addictions Counselor
Victoria Stout, D.O.	Board Certified Psychiatrist
Wilbur Wadlington, Ph.D.	Assistant Director, Clinical Services; Licensed Psychologist
D'Andre Wilson, M.A.	Psychologist

Affiliate Staff

Evelyn Bartch, M.S.W.	Staff Therapist
Andrew Erkis, M.A.	Staff Therapist
Mildred Hopkins, Ph.D.	Intake Specialist
Michele Mannion, Ph.D.	Staff Therapist
Jonna Mickshaw, C.S.W.	Staff Therapist
Kimberly Mitchell, M.A.	Staff Therapist
Ian Osborn, M.D.	Consulting Psychiatrist
Lori Waters, M.S. Ed., C.A.C.	Staff Therapist

Interns

Jim Fauth, Penn State University - Counseling Psychology
Tracey Foster, Catholic University - Counseling Psychology
Frank Murtha, SUNY at Buffalo - Counseling Psychology
Gina Zanardelli, Virginia Commonwealth University - Counseling Psychology

Graduate Assistants

Matthew Carlson, Counseling Psychology	Jennifer Grzegorek, Counseling Psychology
Kelly Dickinson, Counseling Psychology	Michele Henry, Counseling Psychology

Practicum Students in Counseling Psychology

Alan Baehr
Anne Bergan
Tanya Dahms
Audrey Elion
Mark Fleming

JaYoung Heo
Jeeseon Park
Stacie Robertson
Jennifer Sager
Kim Watson

Staff Assistants

Lynne Gilham, Staff Assistant
Cynthia Lehr, Staff Assistant

Lori Schoch, Senior Staff Assistant
Tomáis Weinstock-Blair, Staff Assistant

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