



Counseling  
And  
Psychological  
Services

**SFAC**  
**Report of Fiscal Year 2007 – 2008**  
**and request for 2009 -- 2010**  
Responses to SFAC  
Program Questionnaire  
Budget Request  
Base Augmentation Request

1. Provide an  
Executive Summary  
of Your  
Questionnaire  
Responses.

Counseling and Psychological Services (CAPS) has a mission to provide psychological, educational, and social support services to the university community, which help students to be more successful in their academic, personal, and social pursuits. To achieve this mission CAPS offers individual, couples, and group psychotherapy; crisis intervention;

preventative and developmental outreach programming and services; consultation; psychological assessment; training; and supervision.

CAPS employs multiple measures to determine our effectiveness in meeting these objectives. We conduct student satisfaction surveys as well as outcome measures. The results demonstrate the consistently high level of services we render. We evaluate our workshops and training activities and meet rigid national standards: we are accredited by the International Association of Counseling Services (IACS) for our psychological services and by the American Psychological Association for our predoctoral training program. The retention rate for students receiving counseling exceeds that of the overall student body.

CAPS' primary funding source is Student Service Fees. We are a service unit rather than a revenue-generating unit. We continue to use creative means to meet student needs with the funds allocated to us. However, CAPS is understaffed compared to comparable institutions. We have made significant efforts over the year to streamline services and reduce the waiting list for counseling. We have upgraded our front desk staff to ensure great service to students. However, the emphasis on clinical services limits our ability to do outreach to the campus and provide training opportunities. IACS recommends one staff member for every 1,500 students. Our staff of 11 is closer to one for every 3,273 students.

This year CAPS is requesting funding for a Clinical/Assessment Postdoctoral Fellow and a Licensed Psychologist. The Clinical/Assessment Postdoc position is needed because of an enormous increase in LD and ADHD testing requests. LD and/or ADHD testing was **55** in 2004-2005, **76** in 2005-2006 and **88** in 2006-2007. During Fall 2008 we administered 33 batteries, 12 by the new Assessment /Clinical Postdoc. We continue to get increased numbers of requests, though some withdraw their requests due to financial reasons and some are referred elsewhere. This testing is enormously time-consuming. A postdoc is very cost-effective, earning \$51,731 (including benefits and other fees). Requested for the Psychologist 1 position is \$67,612 (including benefits, fees) for a total of \$117,343.

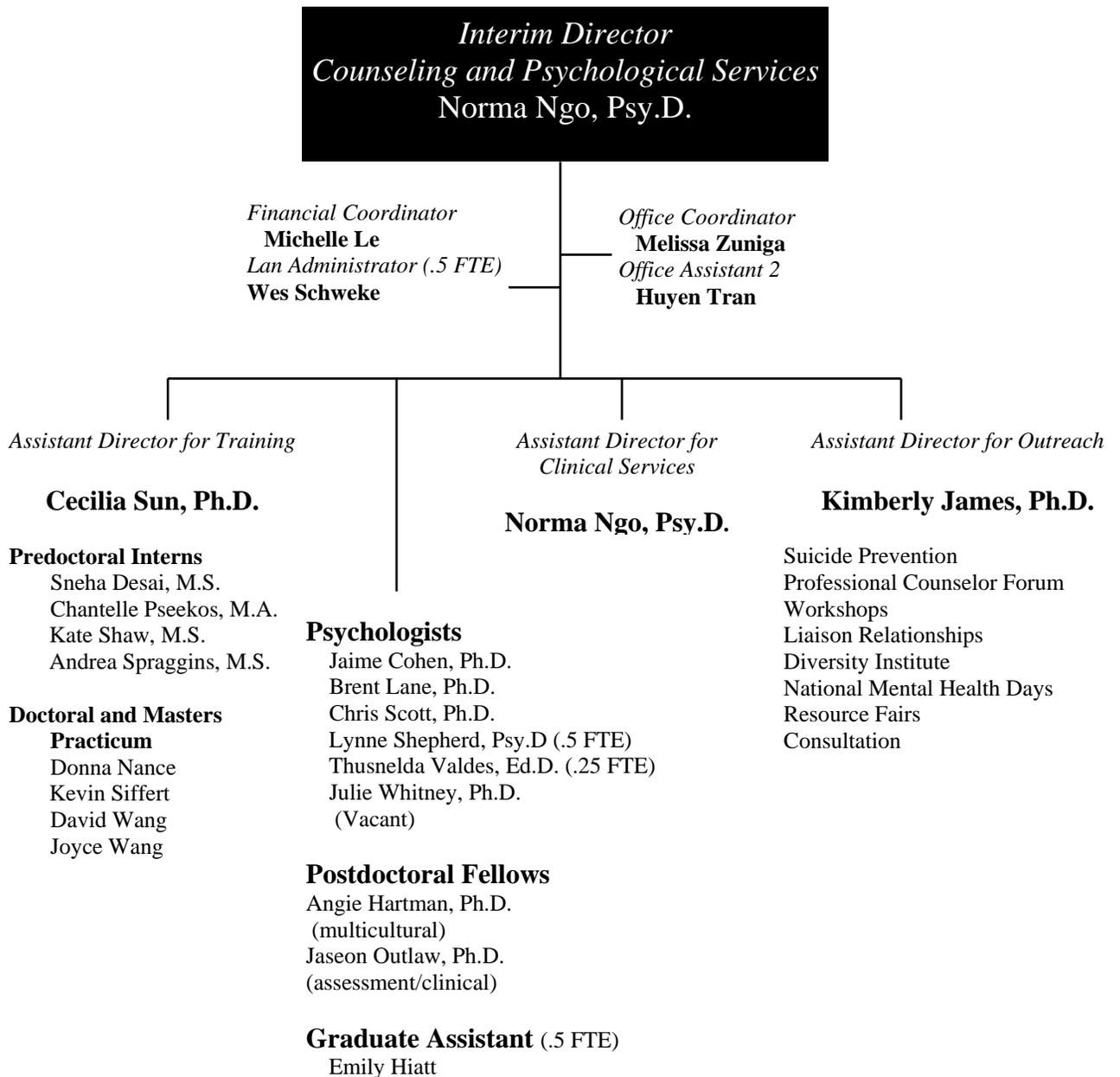
The position is also needed given the tremendous increase in both crises and the severity of mental health issues we confront. The two tragedies at Virginia Tech and one at Northern Illinois underscore the kind of client crises we hope to avert. **2007/2008 data collected from CAPS clients at intake in the Standardized Data Set (SDS) indicate that 24.2 % have considered suicide and 10.2 % have attempted suicide during their lifetimes.**

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A new Psychologist position is requested to meet the needs of a large number of Iraqi and Afghanistan war veterans who are expected to take advantage of a new G.I. Bill, effective August 1, 2009, which will provide free tuition and fees for recent veterans, many of whom have experienced post-traumatic stress disorder or traumatic brain injuries. Estimated salary is \$52,000 per year plus benefits.

2. Provide an Organizational Chart of Your Unit

## Counseling and Psychological Services



Counseling and Psychological Services (CAPS) has a mission to provide psychological, educational, and social support services to the university community, which help students to be more successful in their academic, personal, and social pursuits. To achieve this mission CAPS offers individual, couples, and group psychotherapy, crisis intervention, outreach programs, consultation, psychological assessment, training, and supervision. To facilitate this mission, CAPS has the following objectives:

#### **Objectives**

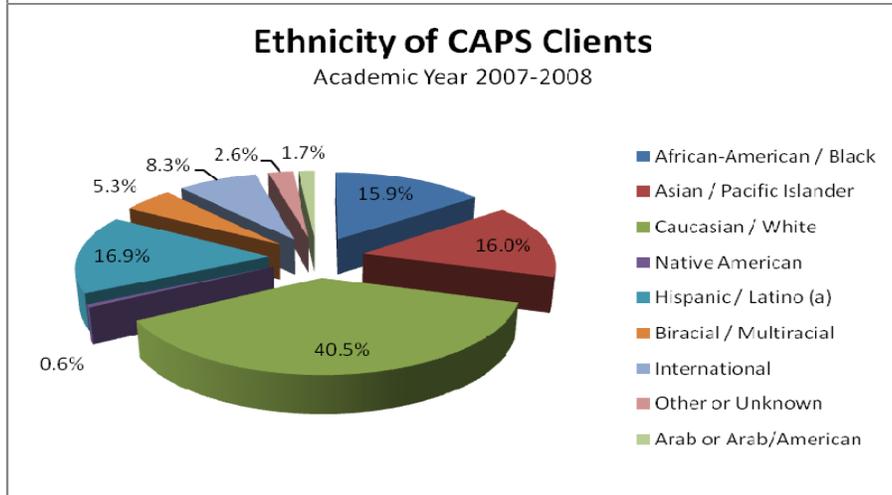
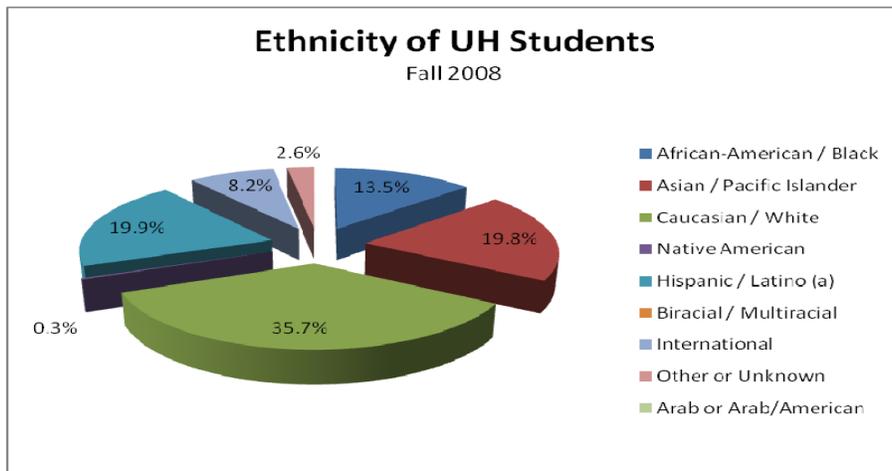
- A. To provide clinical/psychological services to the university community, including group, individual, and couples counseling, as well as crisis intervention, psychological assessment and vocational counseling.
- B. To provide outreach services to the university campus and community, including educational prevention programs, consultation services, and collaborative programming with other university units across campus.
- C. To provide training opportunities for university students.
- D. To monitor and evaluate CAPS services in order to ensure quality control
- E. To ensure compliance with the drug-free campus mandates.

#### **A. To provide clinical/psychological services to the university community, including group, individual, and couples counseling, as well as crisis intervention, psychological assessment and vocational counseling.**

Research suggests 37% of people aged 15 – 24 have a diagnosable mental illness, and mental illness or psychological problems are barriers to retention and ultimately graduation (Kessler, Olsfon & Berglund, 1998; Pritchard & Wilson, 2003). In order to support these individuals in their academic pursuits, individual, couples, and group counseling are available to all currently enrolled students. Group counseling is free as a continuing service and individual and couples counseling are free for up to ten sessions within an academic year, after which there are fees on a nominal sliding scale for services. Licensed professional staff and trainees who are under the supervision of licensed professionals provide services.

The average age for a CAPS client during 2007/2008 was 24.95. 59.6% were female (compared to 52% of the student body being female). 39.3 % were male. Ethnicity is represented in the chart below. In general, these are reflective of students at large at University of Houston, and became more so in the last year.

Ethnicity	UH statistics Fall 2008	CAPS client statistics 2007/2008
African-American/Black	13.5	15.9
Asian/Pacific Islander	19.8	16.0
Caucasian/White	35.5	40.5
Native American	0.3	0.6
Hispanic/Latino(a)	19.9	16.9
Biracial/Multiracial	*	5.3
International	8.2	8.3**
Other or unknown	4	2.6
Arab or Arab/American	*	1.7
*collected differently		
**overlaps with other categories		
	Total: 100%	Total: 100%



<b>Counseling Contacts</b>	
	<u># of Contact hrs. 2007-2008</u>
Intakes	808
Crises	106
Individual	4,565
Couples	406
Assessments	345
Group	374
<b>Grand Total</b>	<b>6,604</b>

**In 2007-2008** there were 808 initial intakes (up from 764 the previous year) and 4,565 individual client contacts; 406 couples contacts and 374 group contacts.

**Crisis intervention** refers to the management of emergency situations on and off campus that affect students as well as university staff and faculty. Crises may include both personal and academic exigencies, and much of our work includes not only providing counseling, but follow up, consultation services, and education. Staff members are often called upon to educate and debrief as well, in an effort to prevent further crises before they occur.

Staff not only provide readily available crisis on-call services during normal academic business hours, they also provide after hours services. This is accomplished by utilizing a beeper system whereby the campus community may access a professional at night and on weekends. This process is supported through regular contacts with psychiatric staff and through weekly staffing meetings to deal with the management of critical concerns.

Many of our ongoing clients report significant suicidal ideation at the time of intake. For 2007-2008 of the 808 clients seen for intakes (SDS), 24.2% indicated that they had considered suicide prior to college, after starting college, or both. Clearly, many of the ongoing cases for CAPS staff involve serious, life threatening issues.

In 2006 CAPS also participated in a National Survey on suicidal ideation among college students. Highlights of this study are listed below (with ones of particular interest in **bold** or **bold and red**):

## **SURVEY HIGHLIGHTS FROM UNIVERSITY OF HOUSTON**

- 1,000 UH undergraduates and 1,000 UH graduate and professional students were randomly surveyed (non-clinical sample).
- 147 undergraduates (14.7%) and 165 graduate/professional students (16.5%) completed the survey in full.
- Of undergraduates, 62.5 % of respondents were female, 37.5 % male.
- Juniors and seniors (over 73%) were more likely to respond than freshmen and sophomores.
- Ethnicity was not a large factor in who responded to the survey.
- The average undergraduate respondent was 24.21 years old, had a cumulative GPA of 2.96, and worked 19.60 hours per week.
- 86.3 % of respondents lived off campus. 63 % said they lived with a family member.
- 78.23 were single, never married/partnered.
- 43.84 % were not in a romantic relationship. 34.93 % were in romantic relationships but not living with that partner. 21.23 % were in a relationship and living with a partner.
- 63.89 % have never used tobacco and only 10.42 % use it daily.
- **About 14 % report having 5 or more drinks of alcohol in a 24 hour period weekly or more.** 36.81 % say they have never drank that much.
- Less than 5 % smoke marijuana weekly or more.
- **25 % of undergraduates have had psychological or mental health services at one time or another.**
- **11.81 % have seen a psychiatrist.**
- **10.49 % report they have received services from the university counseling center.**
- **11.89 % say they have taken medication for mental health concerns.**
- 2.8 % report having been hospitalized for mental health concerns.
- **42.36 % indicated that they had had thoughts of “I wish this would all just end”.**
- **13.89 % acknowledged having had the thought “I wish I was dead”.**
- **Less than a third said they had never had suicidal thoughts.**
- **23.61 % report they have seriously considered attempting suicide.**
- **12.5 % admit to having attempted suicide at least once.**
- **11.11 % say they have seriously considered attempting suicide in the last 12 months.**
- Of those who had seriously contemplated suicide 18.75 % had considered it for many days and a like amount had considered it for several hours in a day.
- **37.5 % of those who had seriously considered attempting suicide described those thoughts as strong.**
- **Over 2/3 of those seriously contemplating suicide said the thoughts impacted their academic performance.**
- **12.5 % of the serious contemplators had a specific plan in mind.**
- After recognizing how seriously they were considering attempting suicide, ¾ said they still told no one.

- 81.25 % of these serious contemplators never received professional help.
- School/academics had a large or very large impact in 37.5 % of those seriously considering suicide.
- Problems with family relationships had a large or very large impact on 46.67 % of those seriously considering suicide.
- Romantic relationships had a large or very large impact on 43.75 % of those seriously considering suicide.
- Problems with finances had a large or very large impact on 43.75 % of the same group.
- Half described themselves as angry, over 56 % described themselves as anxious/worried, and 93.75 % described themselves as sad.
- **Over 2/3 described themselves as lonely/isolated. 75% described themselves as feeling hopeless. 62.5 % felt helpless.**
- 37.5 % had a recent breakup or loss of a romantic relationship, the same % who reported recent family problems.
- The largest protective factor was concern about disappointing/hurting family members. Wanting to finish school and religious/moral beliefs were major factors as well.
- **Asian-American and multiracial students were at highest risk. Students on academic probation were at highest risk.**

In the interest of brevity I have focused on the survey of undergraduates. Naturally the graduates were older, more likely to be in relationships and had higher GPAs. More had sought mental health services. Fewer had suicidal thoughts in the past year and fewer had seriously considered an attempt. Complete results are available upon request.

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**2007/2008 data collected from CAPS clients (SDS) indicates that 24.2 % have considered suicide at one time or another and 10.2 % have attempted suicide in their lifetimes.**

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**Assessment** is one of the services provided by CAPS staff. Clinicians are often called upon to administer and interpret vocational testing to help students with decision-making such as career choices, choice of major, or life planning and other personal decisions. Learning disabilities (LD) and attention deficit hyperactivity disorder (ADHD) can be major impediments to a student's academic achievement, and staff members at CAPS are responsible for doing these assessments so that the university can meet its obligations for reasonable accommodations under the Americans with Disabilities Act of 1997. Psychological testing is often utilized to provide more comprehensive treatment planning for more difficult cases.

Much of this testing and assessment is quite time consuming. With regard to LD or ADHD assessment, students are able to receive this testing at CAPS at a greatly reduced fee (\$250.) compared to seeing someone in the community (\$1,000 -\$2000). It is also more convenient for students to receive this testing at the university given that it often takes several hours and multiple appointments to complete.

Referrals for Learning Disability (LD) and Attention-Deficit Hyperactivity Disorder (ADHD) testing have increased over the past few years. From 9/04 through 8/05, we gave 55 comprehensive LD or ADHD assessments. In 2005-2006 they were 76. The increase in 2006-2007 was to 88. The number of requests continues to increase, but many do not complete testing because of the cost and other are referred elsewhere.

CAPS provides vocational testing and counseling for students who are seeking to clarify their academic or career goals. This generally is provided through vocational workshops although it is offered on occasion through individual counseling, and is often a secondary concern when counseling students on personal issues.

In exploring vocational concerns, staff are acutely aware that students need to explore their personal life goals as well as their test results when choosing a major or a potential career. This makes the counseling component of vocational support as relevant (if not more relevant) than the testing itself. Our mission is for students to find satisfaction in their living and be successful in their pursuits.

**B. To provide outreach services to the university campus and community, including educational prevention programs, consultation service and collaborative programming with other university units across campus.**

CAPS recognizes our primary mission is to serve the approximately 36,000 students at University of Houston. To achieve this mission, we work hard to reach students through a variety of activities we call outreach using prevention and developmental models. Outreach activities include:

- Free “Food for Thought” Workshop series offered by CAPS at the University Center.
- Campus Events: National mental health days, e.g. National Suicide Prevention Day, National Depression Screening Day, National Eating Disorder Day, National Alcohol Prevention day, National Anxiety Disorders Screening Day.
- QPR—Suicide Prevention Training for the campus community.
- Diversity Institute.
- Professional Counselor Forum.
- Ongoing liaison relationships between each therapist and colleges, academic departments and student organizations to educate about CAPS services and aid in referral.
- Presentations to academic departments, campus groups, campus organizations and residence halls.
- Annual participation in resource fairs (e.g. Cat’s Back, Cougar Resource Fair, Safe Spring Break, Occupational Wellness Fair, Take Back the Night and Veterans’ Services Resource Fair).
- Collaborative programming with campus departments and organizations

- Increased resources available to students on CAPS website and brochures, students at risk, and CAPS brochure.
- Brochure distribution, including how to handle students in crisis
- Advertising through the Daily Cougar, UH today, Calendar of events

During the 2007 – 2008 academic year, CAPS offered numerous self-improvement workshops. In addition to these scheduled workshops, we received outreach requests from student groups, faculty, staff and community organizations.

As part of our efforts to educate the student population about important mental health issues and services that are offered at CAPS, we participate in each new and transfer Student Orientation session, International Student Orientation, Scholar's Community, Freshman Resource Fair, New Faculty Orientation, and Law Center New Student Orientation. In addition CAPS offers National Screening Days including National Suicide Prevention Day, National Depression Screening Day, National Eating Disorders Awareness Day, National Alcohol Disorders Screening Day, and National Anxiety Disorders Screening Day. For these days, we set up information tables at the UC and Residence Halls as well as in front of the Student Service Center 1. Screening instruments are administered to participants wishing to find out if they may be having difficulties with the area addressed that day. Additional crisis Services are available at CAPS during those screenings.

We are highly committed to Suicide Prevention Training on campus. Using a nationally acclaimed program called QPR (Question, Persuade, Refer) we now have three trainers to lead QPR training. Resident advisors annually receive this training. It has also been delivered to the International Student and Scholars Office (ISSSO), Career Services and to the College of Business. Both Residential Life and ISSSO serve students who are at higher risk of suicide than others on campus. QPR training can be provided to any group or department per request.

CAPS collaborates with other units to provide programming for campus community. Take Back the Night is an annual event intended to raise awareness of sexual assault. Other annual programs include Occupational Wellness Fair, Study Abroad Pre-Departure and Re-Entry.

CAPS values the internet as a window into prevention and education for students. We have redesigned our web page, and now have video-streaming on an increased number of self-help topics (depression, conflict resolution in couples, anxiety management, and others)

<http://www.caps.uh.edu/self-help.aspx>

We are aware of the growing population of students accessing information through the web. During FY2007-2008 CAPS web site [www.caps.uh.edu](http://www.caps.uh.edu) logged

9,331 unique visits and 23,247 page views, including ones from 59 countries. Thus we have upgraded and maintained the timeliness of our web site and continue to add to the number of streaming videos available as well as links to other mental health information.

CAPS staff members provide consultation on a regular basis. UH faculty or staff will consult with CAPS staff on how to deal with students who are distressed or disruptive, how to provide learning or educational support for students, how to manage difficult or challenging situations, and what services might be available to a student in need. We also receive calls from students who want to better understand many of the issues they are discussing in class or writing about in term papers. The surrounding community may call upon us to assist with matters of educational, psychological, and social importance. For example, it is not unusual for staff to be interviewed by the university or local news agencies, or to serve as consultants to other universities. Faculty, staff, and administrators, as well as students frequently contact CAPS for ideas and support. We are called upon to offer feedback or make recommendations for multiple concerns, such as handling a difficult student or employee situation, the process of withdrawals or re-admissions, places to find support for meeting the needs of students with disabilities, identifying appropriate community or university resources, or offering expertise regarding sensitivity to diverse populations, e.g. gender, race, culture, national origin, religion and sexual orientation.

CAPS staff members are active contributors to numerous committees on campus, providing expertise in a variety of areas. Staff members of CAPS served on a variety of campus committees including Alcohol Education and Prevention Committee, Cougar Allies, the Accommodations Committee, and Veteran's Services Committee.

CAPS works with the mental health community of Houston, offering continuing education programs for mental health providers. The Assistant Director for Outreach organizes and coordinates the Professional Counselor Forum which provides low cost, high quality continuing education workshops. The Director served as a member of the University of Houston's Accommodations Committee, which determines appropriate accommodations for students with disabilities. All three assistant directors were inducted into an international honor society promoting international scholarship and bridging cultures.

Other efforts include the direct involvement of CAPS staff in classroom teaching. Several of the staff have taught courses in Psychology or Counseling Psychology at University of Houston, with still others have served on dissertation committees.

We are preparing for our eighth annual Diversity Institute this Spring. This program is designed to build on the incredible diversity present at UH, celebrate diversity and increase understanding among various groups on campus. It is

especially designed for student leaders, but is open to the campus community. We have had as many as 100 students attend this event.

CAPS is involved in planning for Safe Space, sometimes known as Safe Zone, which involves training in sensitivity with regard to the LGBTQ community.

**C. To provide training opportunities for university students.**

CAPS is an American Psychological Association (APA) approved training site for doctoral interns in clinical and counseling psychology. This past August, four new advanced doctoral students from across the country began their predoctoral internships at CAPS. The pool of candidates ranges from 60-90. Training is also available for doctoral and master's practicum students in Counseling Psychology and Clinical Psychology. These trainees are students at the University of Houston and other nearby campuses. During 2006-2007, CAPS staff supervised eight practicum students; during Fall 2007, we supervised five doctoral practicum students. By Fall 2008 this was four. The reduced numbers reflect limitations in space as well as the need to supervise these trainees. These students are primarily University of Houston students who receive training essential to their academic goals, and are in addition to the four interns who receive training and supervision each year.

In FY1998-99, for the first time, we instituted a Multicultural Postdoctoral fellowship. After several years of one-time funding, this position was base funded by SFAC beginning Fall 2002 and has allowed us to advertise in January and recruit the finest candidates early in the recruiting process.

One to two hours of direct supervision each week is required for each student for whom we provide training. We also provide training and assessment seminars for them as a group. As a result, CAPS is meeting not only an academic requirement for students in these disciplines, it is also providing low cost, high quality service to the students who come to CAPS for services. These trainees are able to augment the professional staff in providing services.

**D. To monitor and evaluate CAPS services in order to ensure quality control.**

Quality control is an important part of providing good services and in improving our functioning. CAPS regularly evaluates its services and is engaged in a more comprehensive assessment of service provision so as to ensure the highest quality of care for students and the university. CAPS is reviewed regularly by external agencies, which evaluate the center in terms of its meeting the needs of clients and the ethical and legal responsibilities to which it is held. This includes a site visit for continued accreditation. We are accredited for both service delivery (International Association of Counseling Services—IACS) and for training (American Psychological Association—APA). APA was last here in June 2003 for a site visit, which was highly successful. At that time CAPS was granted

continued accreditation through 2010. Staff members are licensed by the State and failure to meet ethical standards can result in both loss of license and university position. IACS conducted a site visit in Fall 2006 which resulted in continued accreditation as well as praise for our counseling center.

In addition, CAPS regularly evaluates itself. At the same time when we began to implement new procedures for documenting our workloads and contact levels on campus, we also began utilizing the BASIS-32. The BASIS-32 was used to assess impact on client functioning. The data continue to assist us in assessing the severity and predominant issues being presented by clients at the center. However, since Fall 2007 we have utilized the Counseling Center Assessment of Psychological Symptoms (CCAPS) which has the advantage of providing us data comparing us to over 100 other universities using the same evaluation instrument. Those comparisons are currently underway.

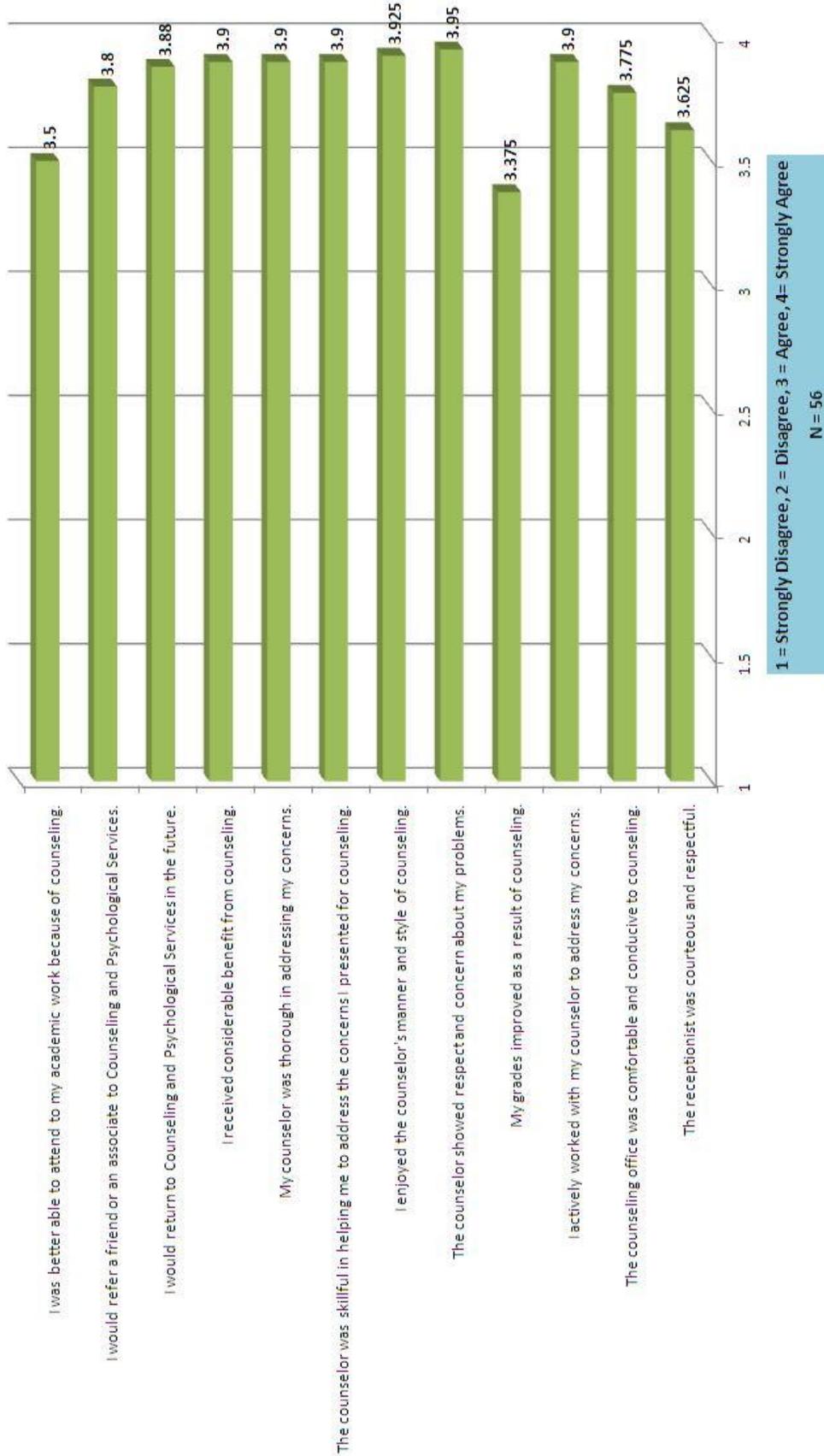
CAPS measures consumer satisfaction through evaluation forms given at termination of counseling. Periodically we also collect evaluations during the year. We continue to give out student evaluations for workshops. The scores from all these evaluations have remained high. For the 2007-2008 academic year, respondents to the consumer satisfaction survey answered twelve questions about services received in counseling. In September 2008 we sent this evaluation on-line to every client seen for an intake. We anticipated that by being that inclusive, our numbers might drop. However, evaluations were actually higher than ever, as can be seen for the ratings by the 56 students who responded. (see page 14 which follows).

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**In addition, during the most recent survey of student services, CAPS achieved the highest student evaluation ratings among the major units in Student Affairs. Over 90% of students said that they were either “satisfied” or “very satisfied” with CAPS services. These respondents may include CAPS clients, those who have attended CAPS workshops or screenings, orientation, or just view it favorably based on CAPS reputation on campus.**

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### Counseling Service Evaluations 2007-2008



## **E. To ensure compliance with the drug-free campus mandates.**

The State mandates that the University have a designated Employee Assistance Program available to assist individuals with alcohol and drug problems. CAPS until recently had been identified as the treatment and referral resource for staff, faculty, and students facing these problems. CAPS still sees clients with substance abuse referrals from the Dean of Students Office, Residential Life and Housing, Human Resources and self-referrals. CAPS also continues to see staff and faculty for crisis intervention and referral for up to three sessions. The Director serves on the committee that writes and revises the drug-free campus policy. CAPS staff serve on the Substance Abuse Education and Prevention Committee.

4. Please discuss the means that you are utilizing to evaluate both your success in achieving the aforementioned objectives and their importance as compared to other objectives that you might pursue. Where data exists, discuss the number of persons served by each of your programs. Please provide the method for collecting these data.

CAPS has arguably one of the most thorough and comprehensive self evaluations of any department on campus, in part because the confidential nature of our services and the ethical and legal responsibilities associated with it as well as the implications of outcome, make evaluation and accountability essential. We evaluate all of our services including service, training, and supervision, as well as our employees (exempt and non-exempt).

Multiple means are used for evaluating these services. CAPS is reviewed by external agencies, which evaluate the center in terms of its meeting the needs of clients and the ethical and legal responsibilities to which it is held. This includes a site visitation for continued accreditation. The International Association of Counseling Services (IACS) accredits us for service delivery. The American Psychological Association (APA) accredits us for our predoctoral internship training program. Further, counseling staff are held accountable not only by professional organizations, but by licensing boards. Staff are licensed by the State and failure to meet ethical standards can result in loss of their license and their position. Some staff members hold multiple licenses. The Director has frequently served as an Orals Examiner for the State licensing exam in Psychology and is also a site visitor for the American Psychological Association. He recently served as a site visitor for I.A.C.S. as well.

We routinely send out follow-up surveys to all individual and group participants, and elicit evaluations of workshops and presentations.

In April, 2004 CAPS began utilizing a state-of-the-art system data management system called Titanium which allows us to organize our progress notes, termination summaries, crisis reports, and schedules. We can also electronically

sign these documents, making access to records both secure and also easy to find when necessary. We also serve as the Beta site for this software (for which we get a discount on fees). Unlike the previous system it runs fewer risks of crashing and provides significantly more data with fewer problems. We purchased our own server, designated strictly for CAPS, to increase the security of our data while making it accessible to all of our staff. As of December 1, 2007 we use the CCAPS, which allows us to compare our students and clients to those at over 100 other participating universities.

5. Please discuss any budget changes from your last (FY07) SFAC request, their impact on your programs, and your reason for implementing them. We recognize that some programs did not receive the funding that they requested, that some programs were impacted by additional expenses after the budget cycle, and that some programs may be ahead of/behind their self generated projections.

In recent years CAPS has experienced a significant increase in requests for LD and ADHD testing. This is partially due to policies of the university accommodations committee which require psychological testing in order to allow

accommodations for ADHD. Increased demand for services, including counseling, crisis intervention, and assessment, means that CAPS is greatly understaffed compared to comparable institutions. An additional position for an Assessment postdoc was requested and was provided with one-time funding. That postdoc (Jaseon Outlaw) has already given 12 LD and ADHD batteries as of 1/28/09 in addition to all of the other clinical services he provides.

6. Please list 2008-2009 objectives in priority order. The objectives should reflect the priorities stated in your unit's strategic plan. Larger units may wish to group your response by subprogram. Under each objective, state the specific programs, activities, and/or services that you plan to implement to meet our objectives.

It is the mission of CAPS to provide high quality psychological and social services to the university in order to enhance student success in their academic, personal,

and social pursuits. Our current objectives are as follows:

**A. To provide clinical/psychological services to the university community, including group, individual, and couples counseling, as well as crisis intervention, psychological assessment and vocational counseling.**

Individual, couples and group counseling are available to all students. Professional psychological counselors address problems such as depression,

anxiety, substance abuse, stress, relationship concerns, and academic difficulties.

Crisis intervention refers to the management of emergency situations on and off campus. In addition to intervening when crises occur, staff members are often called upon to provide efforts at preventing crises. Crisis intervention can involve providing counseling services, follow up services, and consultation services to multiple individuals or groups as they relate to a singular crisis.

CAPS provides vocational testing and counseling for students who are seeking to clarify their academic or career goals. This is generally offered through vocational groups or interpretations although it is offered on occasion through individual counseling. Learning disabilities and attention deficit disorder testing is essential in order for the university to meet its obligations for reasonable accommodations. Psychological testing is often utilized to provide more comprehensive treatment planning.

**B. To provide outreach services to the university campus and community, including educational prevention programs, consultation services, and collaborative programming with other university units across campus.**

CAPS is committed to reach as many UH students as possible. Outreach includes a variety of prevention, developmental, and psychotherapeutic activities geared towards reaching out to the campus, and may include:

- Question/Persuade/Refer(QPR), a suicide prevention program
- Workshop series offered by CAPS at the University Center
- Liaison relationships between each clinician and key academic departments and offices
- Presentations to academic departments, campus groups, campus organizations
- Annual participation in resource fairs (i.e. Cougar Resource Fair)
- Educational/informational days (e.g. National Suicide Prevention Day, National Depression Screening Day), etc.
- Collaborative programming with campus departments and organizations
- Increased resources available to students on CAPS website
- Diversity Institute

At noon at the UC each semester, beginning Spring 2005 we have offered “Food for Thought” workshops at the University Center. Accessibility and convenience has increased the turnout for these free workshops.

Additionally, CAPS staff members provide consultation on a regular basis to help find solutions to a variety of problems. Often faculty or staff will consult with CAPS staff on how to deal with students who are disruptive or in distress, how to

provide learning or educational support for students, or how to manage difficult or challenging situations.

An important component of the services offered at CAPS is our commitment to working with other university units to improve not only our service offerings, but also theirs. Of equal importance are our efforts at providing a bridge to the community in order to benefit students and the university as a whole.

**C. To provide training opportunities for university students.**

CAPS is an APA (American Psychological Association) approved training site for doctoral interns in psychology. Training is also available for doctoral practicum students, and master's level practicum students. Additionally, staff members provide training for university tutors, and for peer educators and resident advisors. In June 2003 CAPS came up for reaccreditation, which was successful, resulting in re-accreditation for an additional seven years until 2010.

**D. To monitor and evaluate CAPS services in order to ensure quality control.**

CAPS regularly evaluates its services, and is beginning to be engaged in an even more comprehensive assessment of service provision for both outcome data as well as on-line Consumer Satisfaction Surveys so as to ensure the highest quality of care for students and the university.

7. What are the other possible sources of funding available to your unit and what efforts are being made to access them (i.e. grants, donations, etc.?)

In general, CAPS is a service unit, not a revenue-generating unit. Therefore, there are few opportunities for external funding. We are reluctant to charge additional fees to students, who often come to us with financial hardship. We have some modest income from fees for Learning Disability and Attention Deficit Hyperactivity Disorder assessments, and charge a very modest fee for counseling past the 10<sup>th</sup> session, but the

revenue generated is still not substantial, nor is it likely to be so in the future. There are a few other minor amounts collected as fees, but the total amounts to only about 2% of our funding. We would like to apply for grants, but need more staff to free up clinical time. The Professional Counselor Forum (PCF) is self-sustaining, but not intended to be revenue –generating.

8. Please describe any overlaps between your unit and any other unit(s) providing services to students. Please provide a rationale.

CAPS works cooperatively with several other units. Staff members at CAPS are responsible for LD testing which is subsequently utilized by the Center for Students with disABILITIES. University Career Services and the Office of Academic Advising frequently refer students for our vocational testing and counseling services. The CAPS counseling staff and the psychiatrists located in the University Health Center frequently work together to provide comprehensive care.

Additionally, CAPS is collaborative in that staff members have created strong liaisons with other units within Student Affairs. CAPS and Wellness collaborate on a number of educational programs offered to students throughout the year. CAPS also works with Learning Support Services in providing study skills programming. Included in these collaborative efforts are programs developed jointly with the Dean of Students Office, educational and training programs provided in conjunction with Residential Life, and academic and personal development programs offered regularly through the Athletics Department. These liaisons represent a broad spectrum of programming efforts aimed at such issues as Diversity Training, Suicide Prevention, and Social Health. We believe it is central to our mission to help students be successful and to support other departments in their efforts to do the same.