I. Department Mission Statement

The Counseling Center holds the fundamental belief that a student’s intellectual and personal development is inseparable, and that the University’s primary academic mission is most fully served through the development of the whole person. The Center strives to achieve this through the delivery of a variety of services intended to enhance personal and academic effectiveness, interpersonal growth, emotional support in crisis conditions, and promote a healthy campus environment.

The CWC shares common goals with the University’s Strategic Priorities and the broader Student Affairs unit on multiple levels. CWC policies, procedures, and goals that address specific priorities/goals are highlighted throughout this report.

University Strategic Priorities

USP 1. Believing in the primacy of learning, we will continue to develop high-quality learning environments, both inside and outside the classroom.

USP 2. Believing in the importance of faculty and staff, and their role in student success, we will continue to invest in faculty and staff development.

USP 3. Believing in the wise use of new technologies in learning and teaching, we will continue to provide the technology, the related training, and the support needed to create high quality learning environments, both inside and outside the classroom.

USP 4. Believing in the value of service to others, we will continue to serve the educational, cultural, and economic needs of Northern California.

USP 5. Believing that we are accountable to the people of the State of California, we will continue to diversify our sources of revenue and strategically manage the resources entrusted to us.

USP 6. Believing that each generation owes something to those that follow, we will create environmentally literate citizens who embrace sustainability as a way of living. We will be wise stewards of scarce resources and, in seeking to develop the whole person, be
aware that our individual and collective actions have economic, social, and environmental consequences locally, regionally, and globally.

USP 7. Believing in the importance of civic engagement for both individual fulfillment and the institutional commitment to serving the public good, we will educate generations of civically engaged, informed, and active students. We will engage students, faculty, staff, and community members through curricular and co-curricular experiences that actively involve them with the communities and the issues of the North State and beyond.

USP 8. Believing in the importance of diversity as central to the values of the University and the education of its students, we will continue to develop and enhance programs, policies, and activities to create and sustain a welcoming and inclusive learning and working environment for all.

Student Affairs Goals:

SA 1. To provide comprehensive co-curricular, academic, and student support program services.

SA 2. To develop an environment for students to clarify their education, career, and life goals.

SA 3. To help students develop education plans that will assist them in the attainment of their degree from CSUC.

II. Departmental Accomplishments

Top 3 accomplishments during 2016-2017

- **Provided crisis services to a record number of students.** Across the country, university counseling centers are seeing more students who are self-identifying as being at risk for suicide; CWC is also experiencing this surge. We also facilitated hospitalizations for almost twice as many students this year versus 2015-2016. We see this as positive evidence of the fact that students are aware that our services and are willing to utilize them when they are in crisis. (SA 1, 2, 3)

- **Expanded the master’s level training program from three trainees to four.** We were able to accomplish this, in part, because one of our newer doctoral-level staff became eligible to supervise students. (USP 1, 4; SA 1, 2, 3)

- **Introduced a case management practicum position.** Thanks to a collaboration with the School of Social Work, CWC now offers an additional training program for a bachelor’s level student who is interested in learning more about the field of case management. (USP 1, 4; SA 1, 2, 3)

Other significant accomplishments during 2016-2017

- Reaccredited by the International Association of Counseling Services (IACS). (USP 1)
• We successfully reclassified our front desk position from ASA-I to ASA-II. This new classification now accurately reflects the level of training and responsibility required for this position. This also paved the way for hiring a new front desk staff member in Fall, 2016. (USP 2; SA 1, 2, 3)
• We experienced no turnover in our staff this year; this stability has been good for both the students, and for staff morale. (USP 2; SA 1, 2, 3)
• We added an advanced practicum position for an existing Chico State staff member in order to facilitate her ability to earn hours toward licensure. (USP 4; SA 1, 2, 3)
• We designated a staff member to help coordinate the UMatter outreach program. This helped us expand and add structure to the training component for undergraduate interns. (USP 2, 5; SA 1, 2, 3)
• We created a new support group, “First in Line,” to help us reach out to 1st generation college students. (USP 8; SA 1, 2, 3)
• Staff members presented regional and national conferences, including the Association of University and College Counseling Center Directors (AUCCCD), Association of University and College Counseling Center Outreach Coordinators (AUCCCO), and Chico State’s PAUSE retreat. (USP 2; SA 1, 2, 3)
• CWC staff provided significant post-election support to the campus community to individual students who experienced heightened distress about the political climate, and to faculty and staff who were having difficulty managing classroom conflict. (USP 7; SA 1, 2, 3)
• Finally, CWC counselor faculty made steps toward further streamlining the RTP process for contingent faculty. The process is now less onerous for those who are being evaluated, and less time-consuming for those who must complete written evaluation. (USP 2)

III. Changes in Policies and Procedures

• We made no significant changes to our policies and procedures this year. We made several major changes to our appointment scheduling process last year, so we were committed to evaluating the benefits/challenges of those changes before implementing new procedures.

IV. Resources Summary

Budget summary

• As of fall 2014, the CWC budget includes expenses to run the UMatter program. In 2016-2017, this included salary for four part-time graduate student staff members. The estimated UMatter budget for 2016-2017 was roughly $20,000. A doctoral-level staff member was allotted five hours per week to develop a curriculum for 10 undergraduate interns. The Clinical Director also helped coordinate this program.
• The salary increase that accompanied Dr. Stephanie Chervinko’s promotion from SSP-AR II to SSP-AR III impacted our budget for 2016-2017.
• CFA salary negotiations that occurred in April, 2016 will also impacted the CWC budget in the future as our counselors are Unit 3 faculty.

Staffing

Fall, 2016
• Dr. Stephanie Chervinko was on FMLA for seven weeks during fall semester
• Tara Donnell, LMFT was hired part-time to cover Dr. Chervinko’s clinical load.

Spring, 2016
• Dr. Mimi Bommersbach continues to FERP and will work only Spring semesters until 2018-2019.
• In 2016-2017, Dr. Bommersbach reduced her schedule to .6 FTE
• Tara Donnell was retained for Spring 2016 to cover Dr. Bommersbach remaining clinical load.

Facilities/Equipment

• During 2015-2016, we converted a conference room and a storage room to accommodate new hires and part-time faculty. We are officially “maxed out” in terms of space in the office for counselors. This is something we will continue to problem-solve as we contemplate the costs and benefits of expanding our training program and licensed staff. (USP 5)

V. Program Evaluation for Past Year

GOAL: Expand our DBT program and better meet the needs of students who are at high risk of self-injury or suicide. (USP 2, 3, 4; SA 1, 2, 3)
(In process)
• Dialectic Behavior Therapy (DBT) continues to be the treatment of choice for students who are struggling with substance abuse, non-suicidal self-injury (NSSI, e.g., cutting), and/or a significant history of trauma.
• DBT programs in Chico are effective and highly regarded by the community. They are, however, not easily accessed by our students due to cost and/or time constraints.
• We will continue to research how other universities with similar demographics and staffing have implemented a modified program on their campuses.
• Several members of our team also have committed to attending professional development seminars specifically on the treatment of trauma.
• Our goal for 2016-2017 is to develop a multisession program that incorporates evidence-based, trauma-informed interventions (e.g., mindfulness, yoga, and meditation).
• We also will explore how we can collaborate with other units (e.g., EOP and the WREC) to bolster the effectiveness of these programs.
GOAL: Assess the feasibility of an embedded counselor in one or more residence halls (USP 1, 8; SA 1, 2, 3) (On hold)
- In 2016-2017, the Clinical Director with the current Director of UHFS, Abeer Mustafa, to identify the costs and benefits of embedding a counselor in one or more residence halls in order to better serve the students “where they live.”
- Questions arose about the role of this embedded counselor, specifically, how and when this counselor should deliver direct clinical service.
- We will continue to analyze the feasibility of this collaboration.

GOAL: Update the CWC website and include more resources for parents (USP 1, 3, 6, 8; SA 1, 2, 3) (In process)
- Staff members have received training to upgrade the CWC website to the new Cascade 8 platform.
- We plan to add Spanish-language resources and/or translate current resources available on the CWC website

GOAL: Create a campus Mental Health Task Force to comply with the Jed Campus Program recommendations (USP 1, 2, 8; SA 1, 2, 3) (In process)
- In Fall, 2016, CWC officially joined the Jed Campus Program. This four-year assessment process will help us identify how our campus might better serve the mental health needs of our community.
- In Spring, 2017, the Clinical Director contacted staff from Academic and Student Affairs to join a Mental Health Task Force. The first meeting of this team was held in June, 2017.

GOAL: Implement an online mental health screening program to comply with JedCampus recommendations (USP 1, 2, 8; SA 1, 2, 3) (Unfinished)
- Upon further discussion, the CWC chose to abandon plans to implement the American Foundation of Suicide Prevention’s (AFSP) Interactive Screening Program. While this tool would allow students to screen themselves for suicide risk, the CWC team determined that it was not tenable at this time to implement this program due to the 3-5 hours/week of staff time it would require to monitor and respond to students.
- As identifying students at-risk of suicide is a specific CWC value, we will continue to explore other screening tools that achieve a similar goal of identifying at-risk students, but not at the cost of staff direct service hours.

GOAL: Develop a position description for a UMatter Coordinator and complete the recruitment and hiring process (USP 1, 2; SA 1, 2, 3) (On hold)
- The UMatter outreach initiative continues to grow and play a major role in shaping the culture of positive mental health on our campus. In order for this program to reach its potential, a dedicated coordinator will be required.
- The Clinical Director hopes to continue discussion with Administration of the costs and benefits for creating such a position.

**GOAL: Implement ProtoCall, an afterhours crisis counseling resource**  
*In Process* (USP 1, 8; SA 1, 2, 3)
- In Spring, 2016, ProtoCall was vetted by the California Faculty Association (CFA) and deemed an appropriate use of contractual counseling services.
- Drew Calandrella also approved the use of this service for our campus in Spring, 2016.
- The Chico State IT department identified some concerns with security features associated with ProtoCall’s data management.
- We will continue to work with IT, Procurement, and ProtoCall to resolve any problems and implement this vital service as soon as possible.

VI. Ongoing Assessment Efforts

**Program Usage**

5,868 individual and group counseling visits were made by 1,453 unique students during the 2016-2017 academic year. This is compared to 6,320 visits in 2015-2016, or about a **8% decrease**. We hypothesize that this decrease might be related to:

1) a natural “regression toward the mean” as utilization has steadily been on the rise for the past several years,
2) students are utilizing other supportive resources around campus (e.g., EOP, REACH, SSS),
3) students are utilizing other mental health-related services on campus (e.g., the Zen Den and Zen Den II), and/or
4) students voluntarily turn to other forms of help (e.g., online self-help resources) because they cannot be seen immediately due to limited counselor availability.

Each semester, we do a utilization analysis to identify how we might better serve students in the future. (See Appendix E for a 3-year comparison) (SA 1, 2, 3)

**Crisis appointment utilization increased 27%** in 2016-2017. 693 Crisis slots were utilized by students who self-identified as being at-risk of suicide or the victim of a crime.

**Hospitalizations also increased by 42%** in 2016-2017. In 2015-2016, six students were voluntarily admitted to a mental health facility in Chico after meeting with a CWC counselor. In 2016-2017, this number increased to 12. We believe this is evidence that there is growing awareness that crisis services are available on campus, and that students
are confident that counselors will help them access community resources, when necessary. One of CWC’s top five values is to “Be a Safety Net for Students Who Are at Risk of Suicide.” We are proud that we are living this value.

Consistent with university counseling centers across the country, CWC counselors report that the three most common presenting concerns of students were anxiety, stress and depression. Anecdotally, more students are presenting to CWC with a history of physical and/or emotional abuse.

In Fall, 2016, responses to the annual Student Satisfaction Survey were overwhelmingly favorable. We are particularly proud that
- 94.58% of students reported that they were moderately to very satisfied with their counseling experience.
- 82.16% of students moderately or strongly agreed with the statement, “As a result of counseling, I have experienced improvements in coping with difficult emotions.”
- 61.08% of students moderately or strongly agreed with the statement, “As a result of counseling, I have experienced improvements in developing a sense of direction in school.”
- 51.26% of students reported that “Counseling helped me stay in college”
- 29.8% of students reported that “As a result of counseling, I have experienced a decrease in suicidal thoughts or urges.”

The UMatter program continues to reach a wide swath of the Chico State community through classroom lectures, presentations, and guest speakers. UMatter’s signature events are Suicide Prevention Week in the Fall, and UMatter Week in the Spring.

The UMatter program was coordinated by three graduate students and, in 2016-2017, a CWC staff member was assigned to help supervise 10 undergraduate interns. This staff member developed a curriculum for the interns to learn more about specific mental health concerns, strategies for managing their own emotional well-being, and how policy affects people’s ability to access treatment. By bolstering the interns knowledge of mental health issues, we are confident that these students leave the internship better able to advocate for mental health in their communities. Please see the attached UMatter Annual Report for a more detailed snapshot of UMatter’s impact on the university community and the interns who participated in the program.

CWC Groups continue to be a popular counseling modality for Chico State students. (USP 1; SA 1, 2, 3)

**Psychoeducational Groups:**
- Coping with Panic
- Just Breathe (4 sessions, relaxation and meditation skills)
- Peace of Mind (3 sessions, anxiety reduction skills)
- Self-Esteem & Assertiveness
Process-Oriented Groups:
- Bipolar Support Group
- Coping and Regulating Emotions (a Dialectical Behavioral Therapy group)
- Family Issues
- Not Facebook (for students struggling with social anxiety)
- Rainbow Suspenders (LGBTQ+ support group; new in 2015-2016)
- Men’s Group (new in 2015-2016)
- Self-Compassion (self-awareness and relationship group)
- First In Line (1st Generation College Student support group)

VII. Analysis: What actions need to occur to move the program to the “next level”? 

The CWC staff continues to define its role on the Chico State campus and its place as a major training site for mental health clinicians in Northern California. We are proud of the work we do to help individual students break cycles of intra- and interpersonal violence. For us, the “next level” means utilizing the principles of counseling psychology to affect the campus culture on a more global level. (USP1, 8; SA 1, 2, 3) 

A major challenge that we face currently is meeting the needs of students who present with more acute symptoms of trauma. A quick glance at the Association of University and College Counseling Center Directors (AUCCCD) listerv will illuminate the fact that many college counseling centers are treating students with significant mental health diagnoses. In many cases, it is not realistic to refer students to off-campus treatment because 1) it is not convenient for students to participate in outpatient treatment while enrolled in classes, 2) students’ insurance offers spotty or no coverage for these services, or 3) the services are simply not available in the students’ community. This is especially true in our small community of Chico. (USP1, 8; SA 1, 2, 3) 

In 2013, California-specific data from the Adverse Childhood Experiences (ACEs) study indicate that 66.4% of adults aged 18-24 experienced at least one ACE prior to age 18 (https://letsgethealthy.ca.gov/goals/healthy-beginnings/adverse-childhood-experiences/). These adverse experiences may include verbal/emotional abuse, physical abuse, sexual abuse, and negative household situations including the incarceration of an adult, alcohol or drug abuse by an adult, violence between adults, mental illness of a household member, and parental divorce or separation. The research also identifies clear differences in the rates of ACEs in communities of color and immigrant communities. As Chico State continues to identify what it means to be a “Hispanic-serving” institution, we must commit to understanding how systems of oppression may cause and intensify traumatic experiences.

The CWC counselors certainly report an increasing number of students who meet the criteria for anxiety and mood disorders, including PTSD, that is related to a history of trauma. For many of these students, school became a refuge from chaos they may have been experiencing at home, therefore they were able to persist, even excel in their academics. As our understanding of how trauma affects the brain increases, so does our ability to intervene and help young adults gain access to college.
This said, many of us in higher education agree that students with a history of trauma continue to struggle with managing the distressing emotions that often accompany everyday life. We are thrilled that many of these students are seeking out counseling services. We also recognize that our staff must continue to learn more about trauma-focused interventions in order to effectively serve these students.

In order to become a trauma-informed counseling center, we must:

- nurture the clinicians who are already well-versed in trauma-focused therapy and trauma-based interventions (USP 2)
- identify trauma-informed practices that will work well within the constraints of a university schedule (USP 3)
- develop a stronger collaboration with clinicians at the Student Health Service (SHS) in order to ensure that students receive trauma-informed care at each point of entry, and that they are assured adequate wraparound treatment (SA 2)
- continue to expand case management resources to help students cope with multiple sources of stress (e.g., financial, housing, food insecurity) (USP 4)

The “next level” also includes

- prioritizing diversity training for the current staff and trainees in order to stay abreast of how systems of oppression may affect our students’ mental health (USP 1, 2, 8; SA 1, 2, 3)
- continuing to recruit and hire mental health clinicians who represent the diversity of our students (USP 1, 2, 8; SA 1, 2, 3)
- embedding counselors in locations and offices around campus in order to better serve students after hours and in their “natural environments” (USP 1, 2, 8; SA 1, 2, 3)
- attending and presenting at conferences on college mental health, specifically those conferences that focus on the trauma-informed campus (USP 2, SA 1, 2, 3)
- securing grant funding to innovate new programs for students (USP 5)

VIII. Goals: Present goals for the next academic year

**GOAL: Develop a plan for a pre-doctoral internship at Chico State.** (USP 1, 2, 4; SA 1, 2, 3)

As one of two major counseling training sites north of Sacramento (Humboldt State is our partner in training future clinicians), we hope to establish an accredited internship for doctoral candidates in psychology. This aligns with our priority to “Train Future Generations of Counselors,” and we also hope that it may help us establish a pipeline of future staff members from diverse backgrounds.

**GOAL: Polish our Policies & Procedures manual** (USP 1)
With multiple accreditation site visits on the horizon, we recognize the need to ensure that CWC policies and procedures align with best practices and accurately reflect the values of the university and center.

**GOAL: Develop a Mental Health Manual for the campus (USP 1; SA 1, 2, 3)**

With the guidance of the Jed Campus Program, we hope to develop a manual that will provide a road map for the campus to build a “community of caring.” The Mental Health Task Force intends to clarify the process for leaving and/or returning to campus after a mental health-related event (e.g., a sexual assault or major depressive episode), as well as outlining a plan for providing support and education for staff and faculty about trauma and its affect on emotional and cognitive development.

**GOAL: Establish a Diversity Training model for CWC (USP 1, 2, 8; SA 1, 2, 3)**

In order to live our value to “Advocate for Social Justice on Campus,” we must commit to the continuing education of the CWC staff and trainees. At a minimum, our entire staff will have completed the Diversity Academy or Diversity Certificate program within two years. We also plan to incorporate more diversity training into our own staff meetings and professional development curriculum.

**GOAL: Police training for 2017-2018 (USP 1, 2, 8; SA 1, 2, 3)**

In June, 2016, the CWC Clinical Director and a Sergeant from the University Police Department completed a training sponsored by the Chancellor’s Office to educate police on how mental illness might present in our communities. We are now charged with training the entire UPD utilizing a pre-designed curriculum. We intend to offer at least two sessions of this training each semester in 2017-2018.

**GOAL: Complete a national search and hire two counselors for 2018-2019 (USP 1, 2, 8)**

One CWC staff member plans to fully retire in Spring, 2018, and another will enter the FERP program beginning Fall, 2018. In order to maintain our current staffing levels, we must conduct a search in Spring, 2018 to ensure that at least one counselor is in place before the 2018-2019 academic year. The Clinical Director will continue to work with the VPSA to determine whether the budget can accommodate the reduced clinical loads of two counselor faculty members who will FERP in 2018-2019.
## Welcome to the Counseling & Wellness Center

In order for us to best serve you, let’s figure out what type of appointment you need!

### APPENDIX A

<table>
<thead>
<tr>
<th></th>
<th>Same-Day Appointment</th>
<th>Scheduled Intake/Ongoing Therapy</th>
<th>Crisis/Emergency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whom is this appointment for?</strong></td>
<td>New and returning clients</td>
<td>New and returning clients</td>
<td>Clients who are at risk of harming themselves or others and/or Clients who’ve recently experienced a significant trauma</td>
</tr>
<tr>
<td><strong>How long is this appointment?</strong></td>
<td>30 minutes</td>
<td>45 minutes</td>
<td>It varies!</td>
</tr>
</tbody>
</table>
| **This appointment is appropriate if...** | • Your thoughts or feelings are interfering with your functioning, but you have no current thoughts of suicide.  
• You need help making a major decision within a few days.  
• You’ve just received some distressing news and are having trouble coping.  
• You want to consult about a friend. | • Same as the same-day examples, but you’re able to function okay and can wait for the next available appointment.  
• You want to process ongoing issues about your relationships, family, life path, etc.  
• You’ve been diagnosed with a mental health condition and you want to establish ongoing support. | • You are currently thinking about suicide.  
• You have a plan for suicide.  
• You are thinking about/have a plan to harm someone else.  
• You’ve recently been the victim of a crime or other traumatic event and are having difficulty functioning. |
| **What can I expect in the session?** | • The counselor will listen to your current concerns and will gather basic background information.  
• Your counselor may give you tips on how to cope.  
• You and your counselor will decide if a follow-up appointment would help (sometimes it’s not necessary!)  
• Your counselor may refer you to other resources, on and off-campus. | • The counselor will do a more thorough assessment of your concerns.  
• Your counselor may give you tips on how to cope.  
• You and your counselor will decide if a follow-up appointment or ongoing counseling would help (sometimes it’s not necessary!)  
• Your counselor may refer you to other resources, on and off-campus. | • Think of this as a trip to the Emergency Room. Our goal is to ensure that you are safe, and that you are able to stay safe.  
• If you and/or your counselor believe you CANNOT stay safe, we will refer you to appropriate resources in the community.  
• You and your counselor will also develop a follow-up plan before you leave our office. |
APPENDIX B

Rationale for Changes to Appointment Scheduling Protocol

One of CWC’s core values is to be a safety net for students at-risk of suicide, so we are committed to having a counselor available for immediate consultation.

Prior to 2015, students who walked into CWC were scheduled to see the counselor who was designated to see students “in crisis” and at risk of harming themselves or others. With no self-triage protocol, the on-call counselor was required to determine quickly if the student was at risk of suicide or homicide. If not, students were encouraged to return to CWC for a follow-up appointment.

While we were encouraged that so many students felt comfortable accessing counseling services (we hypothesize this was due to the outreach efforts of the UMatter program in 2013-2014), we sensed a problem brewing. Counselors only were able to meet with students for very brief (usually 15 minute) sessions to accommodate the traffic flow. Students were encouraged to return for follow-up, but many did not (this is reflected in the relatively stable number of Individual Appointments from 2013-2014 in spite of the large jump of Urgent Walk-In/Crisis appointments in 2014-2015).

As clinicians, we knew that facilitating lasting change takes more than one 15 minute session. Like all counseling centers across the country, we are seeing a higher level of demand for our services, and students with more severe mental health concerns. We’re constantly looking for creative solutions for the supply vs. demand problem. The CWC team, therefore, chose to experiment with a self-triage protocol. Students are now asked to self-identify what type of appointment they would like to make:

- **A Same Day Appointment** (for new and returning students) is a 30-minute session with a counselor. Students may schedule with their ongoing therapist, or they may see whomever is available that day.
- **An Intake** (for new students) is a 50-minute session, and is appropriate for those who would like to begin counseling, but are able to wait for the next available appointment.
- **Crisis appointments** (any student) are available M-F, 8-5. If a student indicates that they are at risk of harming themselves or others, have been the victim of a recent crime, or have recently experienced a significant loss, the on-call counselor will meet with them and develop a safety or aftercare plan.

Students have responded well to this new system. They are able to call for a Same-Day Appointment and see their regular counselor, thereby increasing therapeutic consistency. The Clinical Director also met with other key Student Affairs units about the rationale for this change. This has prompted discussions with other SA Directors about the benefits of shifting the student affairs culture of “crisis stabilization” to “resilience promotion.” CWC hopes to continue this conversation throughout the Division of Student Affairs in order to develop a consistent strategy for promoting student development.
APPENDIX C

CWC Values • 2015-2016

PROVIDE A NEW RELATIONAL EXPERIENCE FOR STUDENTS

Our role is to build a foundation of trust and validation so that we can eventually challenge students to move beyond their emotional comfort zone.

ADVOCATE FOR SOCIAL JUSTICE ON CAMPUS

Our role is to participate in and generate conversations about how institutional discrimination adversely affects student mental health.

TRAIN FUTURE GENERATIONS OF COUNSELORS

Our role is to provide high quality training for future therapists who will serve the local and global communities.

MODEL POSITIVE MENTAL HEALTH

Our role is to act as “fellow travelers” with our students by engaging in our own self-care and being a model (for the campus at-large) of a healthy work environment.

BE A SAFETY NET FOR STUDENTS WHO ARE AT RISK OF SUICIDE

Our role is to be available from 8-5 for students who self-identify as being at-risk for suicide.
APPENDIX D

Counseling & Wellness Center and UMatter
Diversity Goals

In the fall of 2015, the Counseling & Wellness Center (CWC) staff identified its top five guiding values. These values are the benchmark by which we evaluate whether our unit is living up to its own standards of excellence, and they help us make decisions about how we want to “live our values” on a daily basis.

We believe that staying abreast of the needs of our diverse students cannot be separated from these values. Our diversity goals, therefore, are deeply integrated into our values.

PROVIDE A NEW RELATIONAL EXPERIENCE FOR STUDENTS

Our role is to build a foundation of trust and validation so that we can eventually challenge students to move beyond their emotional comfort zone.

In order to build trust and appropriately validate our diverse students, all CWC staff (support staff, counselors, and trainees) will complete (minimally) SafeZone training, the Diversity Certificate Program and/or the Diversity Academy. Additionally, counselors are encouraged to engage in continuing education that develops their knowledge of specific populations and/or cultures.

CWC also understands that ALL students benefit when the counselors available to them represent diverse backgrounds themselves. We know that nonmajority students benefit from relationships with counselors who have similar backgrounds, and majority students also benefit from building a trusting relationship with someone who is very different from them. To this end, CWC is committed to recruiting counselors from diverse backgrounds as it continues to grow its staff.

ADVOCATE FOR SOCIAL JUSTICE ON CAMPUS

Our role is to participate in and generate conversations about how institutional discrimination adversely affects student mental health.

In order to advocate for our most vulnerable students, CWC staff and counselors will actively participate on committees that directly address and seek to resolve institutional discrimination. This includes (but is not limited to) the Transgender Task Force, the Student Affairs Diversity Committee, the Title IX Committee, and the DREAM Team.

TRAIN FUTURE GENERATIONS OF COUNSELORS

Our role is to provide high quality training for future therapists who will serve the local and global communities.

In order to ensure that CWC trainees develop cultural humility, supervisors will actively work to help trainees identify their unconscious biases by attending together the Conversations on Diversity series and participating in an off-campus multicultural training workshop. The CWC training curriculum also incorporates diversity-related topics.
throughout its year-long seminar, and supervisors talk directly with trainees about biases that might be impacting their work with clients.

MODEL POSITIVE MENTAL HEALTH
Our role is to act as “fellow travelers” with our students by engaging in our own self-care and being a model (for the campus at-large) of a healthy work environment.

In order to model cultural humility for our students and Chico State colleagues, CWC staff incorporate “diversity sharing” into their annual retreat. This includes sharing our own personal stories of immigration, oppression, triumph and growth. We believe that sharing these stories in a structured way allows us to build trust among each other so that we may ultimately give our colleagues corrective feedback, if necessary.

BE A SAFETY NET FOR STUDENTS WHO ARE AT RISK OF SUICIDE
Our role is to be available from 8-5 for students who self-identify as being at-risk for suicide.

In order to provide a safety net for our most marginalized students (i.e., LGBTQ+, veterans, students of color, first-generation college students), the UMatter outreach program makes a specific effort to collaborate with campus partners who have well-established relationships with these populations. For example, we work closely with the Stonewall Alliance to design suicide awareness programming that specifically targets the LGBTQ+ community (a high-risk population). We also offer a support group specifically for LGBTQ+ students (Rainbow Suspenders). Finally, CWC counselors work to train staff who work in the Office of Veterans Affairs, the Cross-Cultural Leadership Center, and the Educational Opportunity Program to identify students who might be at-risk of suicide and might benefit from counseling services.
## APPENDIX E

CWC Utilization Statistics
3-Year Comparison • 2014-2017

<table>
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</thead>
<tbody>
<tr>
<td>Urgent Walk-In/Crisis</td>
<td>1386</td>
<td>521</td>
<td>693</td>
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<tr>
<td>Individual Therapy</td>
<td>3022</td>
<td>2909</td>
<td>2977</td>
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<tr>
<td>Intake (New Client Appointment)</td>
<td>635</td>
<td>413</td>
<td>284</td>
</tr>
<tr>
<td>Same-Day Appointment*</td>
<td>N/A</td>
<td>903</td>
<td>796</td>
</tr>
<tr>
<td>Consultation for Group</td>
<td>117</td>
<td>127</td>
<td>97</td>
</tr>
<tr>
<td>Couple’s Therapy</td>
<td>16</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>Group Therapy</td>
<td>790</td>
<td>1014</td>
<td>953</td>
</tr>
<tr>
<td>Consultation w/Client via phone or in person</td>
<td>7</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>Telephone Session w/Client</td>
<td>11</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Hospitalization**</td>
<td>N/A</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Other (e.g., Non-client consultations via phone or in person)</td>
<td>95</td>
<td>90</td>
<td>92</td>
</tr>
<tr>
<td><strong>TOTAL DIRECT SERVICE HOURS</strong> (i.e., Direct Service by Counselors)</td>
<td>6079</td>
<td>6072</td>
<td>5923</td>
</tr>
<tr>
<td><strong>TOTAL UNIQUE CLIENTS</strong></td>
<td>1521</td>
<td>1551</td>
<td>1453</td>
</tr>
<tr>
<td><strong>AVERAGE SESSIONS PER CLIENT</strong></td>
<td>3.87</td>
<td>4.03</td>
<td>4.04</td>
</tr>
<tr>
<td><strong>TOTAL OUTREACH HOURS</strong> (i.e., Indirect Service by Counselors)</td>
<td>296</td>
<td>157</td>
<td>154</td>
</tr>
</tbody>
</table>

*Prior to 2015-2016, the “Same-Day Appointment” type did not exist.
**Prior to 2015-2016, Hospitalization statistics were not consistently recorded.
***In 2016-2017, CWC staff suspended couples counseling due to screening and scheduling challenges. Students who wish to be seen as a couple are referred to the Marriage & Family Therapy program’s Counseling Training Center (CTC) on campus.