



---

## *Division of Student Affairs*

### **Student Health Services**

### **Annual Report 2017 - 18**

#### **Departmental Mission Statement**

The mission of the Student Health Service is to assist each student with their diverse healthcare needs in order to facilitate maximum academic and personal growth.

#### **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.

Student Health Services aligns itself with the values of the Office of the Vice President for Student Affairs in the following areas:

**Diversity:** Student Health Services believes that each person is unique and values the individual differences within the campus community.

- The Student Health Services staff attend a variety of diversity trainings and workshops aimed at promoting inclusivity and awareness in our department allowing SHS the opportunity to provide a welcoming and hospitable environment for all CSU, Chico students, staff, faculty and visitors.

**Excellence:** Student Health Services commits to continually provide quality and cost effective healthcare to students.

- The Student Health Center participates in a year round quality management program that focuses on peer review and analysis of current trends and clinical best care practice.

**Growth:** Student Health Services encourages and promotes active learning and advancement of staff members' proficiency, skills and competency by allowing time and resources for continuing education.

- SHS staff and faculty attend a diverse range of workshops, webinars, conferences and on campus trainings to stay relevant and up to date in their respective fields.

**Integrity:** Student Health Services holds itself accountable to the student population and campus community with a commitment to dignity, civility and regard for all.

- Student feedback is highly sought after and to that end SHS participates in multiple avenues of student evaluation. SHS participates in the American College Health Association National College Health Assessment every 2 years, we have a patient satisfaction survey done annually in February, we collect and record patient comment cards all year long and we meet with students with concerns on an as needed basis. SHC also receives feedback from the Student Health Advisory Council. This council acts as an advisory component for the SHS and all students are encouraged to attend the monthly meetings, ask questions and provide input. SHS uses all feedback to improve service and alleviate student concerns.

**Leadership:** Student Health Services provides leadership for staff and students that focuses on open communication, collaboration, fiscal responsibility and responsibility.

- The leadership team of SHS Director, CWC Associate Director, SHC Clinic Administrator and various department leads meet regularly to address patient care, budget, goals, recruitment and advancement. The leadership team regularly collaborates with appropriate

campus departments, VPSA upper management and student groups and provide transparency through regular reporting and meeting minutes.

**Service:** Student Health Services provides excellent healthcare that is accessible, responsible and respectful.

- SHS is in good standing and accredited through several associations including; Accreditation Association of Ambulatory Health Centers, COLA, and the International Association of Counseling Centers.

## **I. Student Health Center Departmental Accomplishments**

- **AAAHHC Accreditation**

In October 2017 the Student Health Center obtained a full 3 year accreditation with the Accreditation Association for Ambulatory Health Care. The SHC survey was completed over the course of 2 days and involved 2 auditors who looked at every aspect of the SHC including patient care, QMI, pharmacy, laboratory, radiology, security and medical records.

- **Secured a student health fee increase.**

The leadership team at SHC collaborated with multiple departments to achieve a student health fee increase. This team also attended and presented at all public forums, met with student and faculty leaders to illustrate and clarify the financial needs of the Student Health Services. We now have a student health fee that will provide financial stability for the next 5 years.

- **Established RN triage in our acute care clinic.**

RN triage has been a work in progress for several years but this year SHC finally achieved a true RN triage that allows for assessing and triaging patients. This system provides SHC a process to attend to the most acutely ill students first while also allowing the less acutely ill students a more expedited visit.

## **Other Significant Accomplishments**

- **SHS Director Recruitment:** Juanita Mottley RN, MBA accepted the role and started with CSU, Chico on June 28<sup>th</sup> 2018.
- **Influenza Vaccine Clinics:** In collaboration with the School of Nursing, SHC provided over 1,500 influenza vaccines at our remote vaccine clinics. This collaboration allows the RN students a wonderful opportunity to enhance the public health portion of their education while providing accessible preventative healthcare to our campus community.
- **Wildcat Welcome Open House:** In August of 2017 the SHC partnered with Wildcat Welcome for the first annual Student Health Center Open House. The event provided first year students, parents and even campus partners with the opportunity to see firsthand the services provided at SHC. The event was attended by approximately 200 visitors and the feedback was overwhelmingly positive. The plan is to continue this partnership and grow the open house to attract more first year students.

## Diversity Efforts

- The Student Health Center continues to strive for a diverse workplace by recruiting in areas outside the Butte county region. SHC makes every attempt to reach a diverse candidacy pool by making it clear in our candidates that we support and nurture a workplace where inclusivity and acceptance are the norm.
- SHC actively supports ongoing staff and student assistant participation in on-campus training and diversity workshops. Dr. Kim Chappell attended the National Transgender Conference in November of 2017 and 8 staff members attended the Trans\* GNC Week training offered by Stonewall Alliance Center. All SHC student assistants attend the annual on campus diversity training offered by the Office of Diversity.

## II. Changes in Policies and Procedures

- **Dress code:** revised to remove dated language and indicate that name tags should be worn by all staff at all times during working hours.
- **Telephone Calls:** revised to include the current best practice for safety and security of information received from phone calls to the SHC.
- **Protected Health Information (PHI) eProtected Health Information (ePHI):** merged 2 previous policies into 1 concise policy covering these similar areas regarding the safety and security of Level 1 data.
- **Behavioral Health Services:** revised to meet the criteria from AAAHC chapter 17 regarding best practice for behavioral health services at SHC.

## III. Budget Summary

### Overall Operating Budget

Student Health Center	\$4,295, 100.82
Family Pact	\$621,483
Counseling and Wellness Center	\$1,279,373.82
Campus Alcohol and Drug Education Center	\$303,035.39
Safe Place	\$75, 803.06
<b>Total</b>	<b>\$6,574,796.89</b>

### Staffing

#### New Hires

- SHS Director (6/18)
- Psychiatric NP (1/18)
- Physician (8/17)
- Clinical Assistant (2/18)

- FNP (11/17)

#### **Retirements**

- SHS Director (12/17)

#### **Reclassifications**

- Administrator I to Administrator II (11/17)

#### **Challenges**

- The Student Health Center has faced challenges with our recruitment and retention of specialized staff in the laboratory especially our Clinical Lab Scientist I/II positions. We are refocusing our advertising of these positions in specialized journals and markets and are making a concerted effort to increase our salary offers in an attempt to be more competitive.

#### **Facilities/Equipment**

- Four iPads were purchased to streamline the registration/consent and student survey process.
- A partition was erected in the Acute Care Clinic to provide privacy for the triage space.
- Two emergency “go bags” replaced the traditional crash carts located in the ACC and Primary care nursing stations and an additional small “go bag” was purchased to take to all remote clinic functions including the influenza clinics.

### **V. Program Assessment for Past Year**

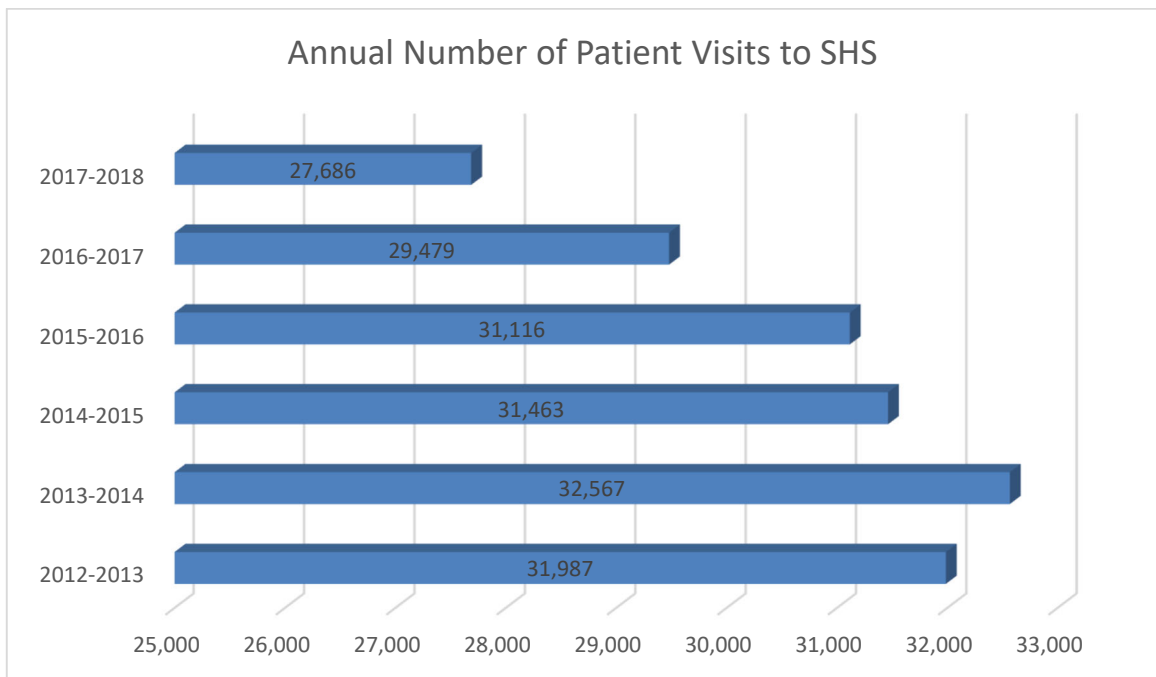
#### **Prior Goals**

- *Ensure ongoing funding for SHS:* a student health fee was approved by President Hutchinson in May of 2018. This fee increase has built in escalators which should provide financial stability and solvency for the next 5 years. A commitment to actively pursue a timely health fee increase was made by the Cabinet and the leaders of SHS to avoid deficit spending after the approved fee increase drops off to CPI in 5 years.
- *Continue to improve patient flow issues:* This goal was partially met with the finalization of the triage space and RN triage process. There are still smaller flow issues that we would like to see addressed in the future.
- *Fully implement the directives of the CSU Executive Order 1108, Smoke and Tobacco Free Campus:* The grant sponsored by the American Cancer Society was implemented by CADEC and community partners. There is a website, support groups and resources available to staff and students on campus.
- *Continue to expand capacity and services in the areas of mental health and substance use disorders:* SHC staff is dedicated to assisting students with mental health issues. We are recruiting for new staff to help provide direct psychiatric care with medication management. SHC continues to partner with CWC and Community Psychiatry Associates to bolster our services; we acknowledge that the need of students in the mental health and substance use arena is critical and complex and the recruitment of

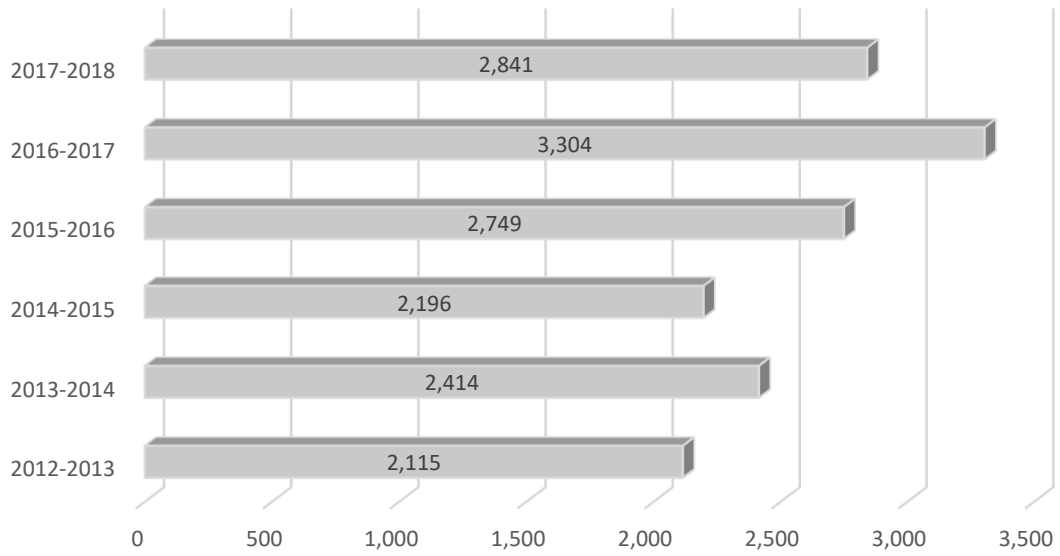
additional staff is essential to address these needs.

- *Diversity/inclusion*: SHC staff participated in a variety of workshops and training including DACA ally, Safe Zone ally, Transgender awareness, and Unbiased Hiring Practices. Diversity has many aspects and SHC is making every attempt to stay relevant and acutely aware of the struggles faced by students attending CSU, Chico.
- *Continue to expand case management services at SHS*: Our case management team actually decreased this past year with the elimination of 2 MSW interns. SHC still provides case management through our MPA and case manager Lauri Evans. Her role involves assisting students' access community resources, crisis intervention and mental health referrals.

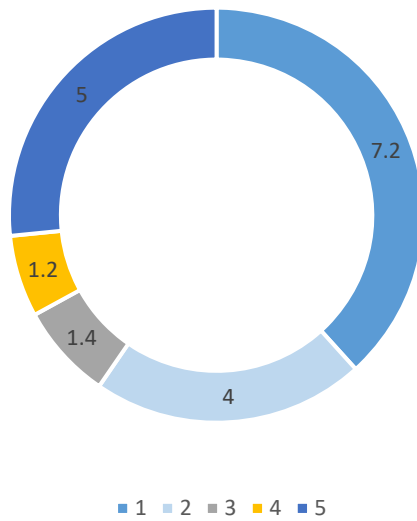
### Ongoing Assessment Efforts

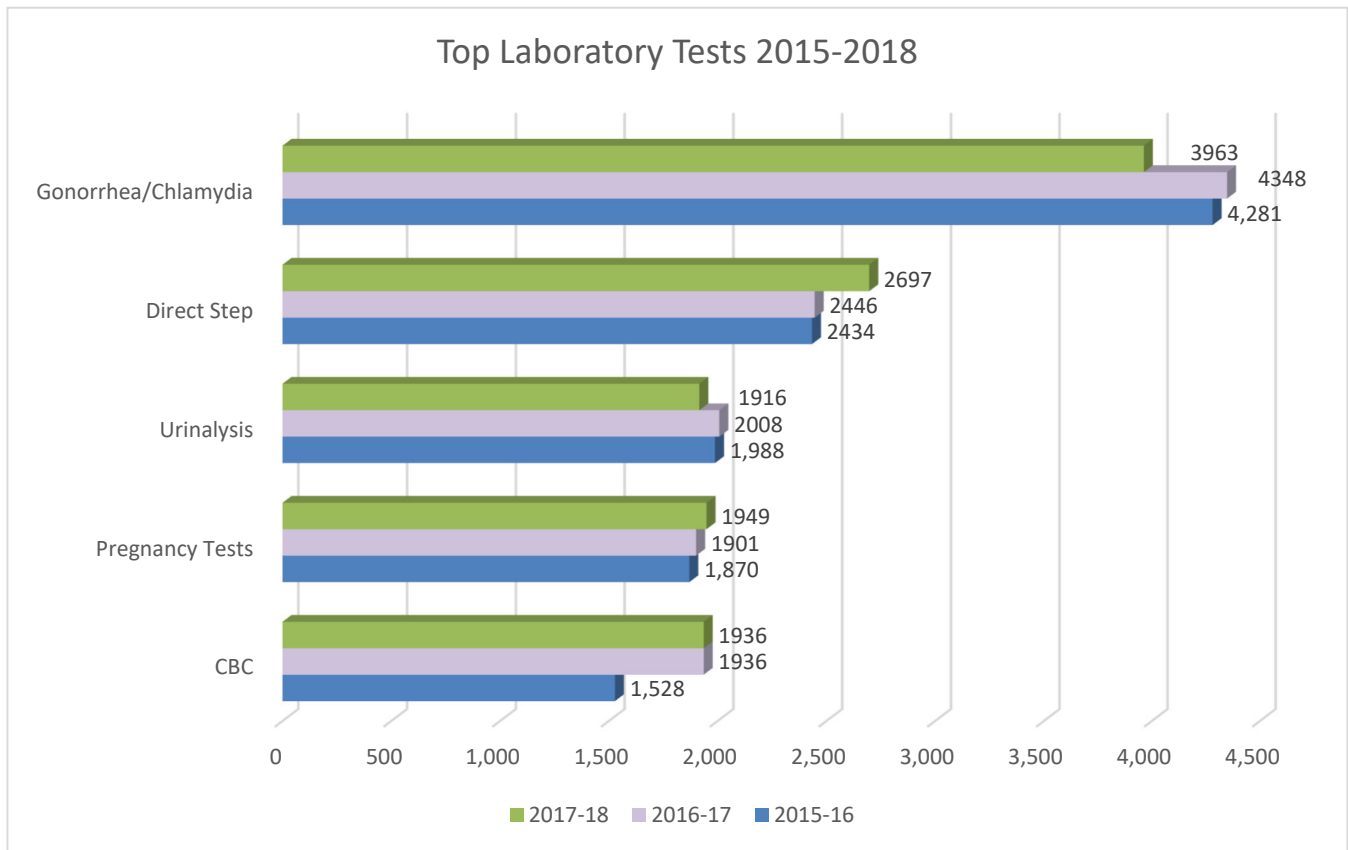
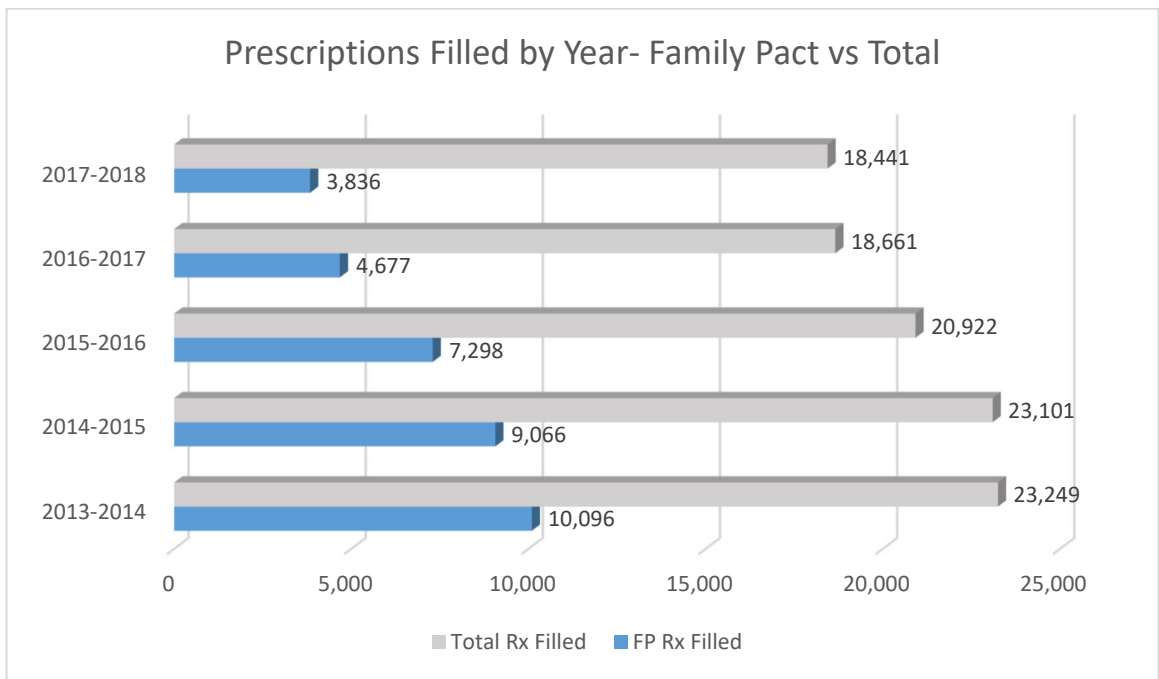


### Annual SHS Mental Health Visits

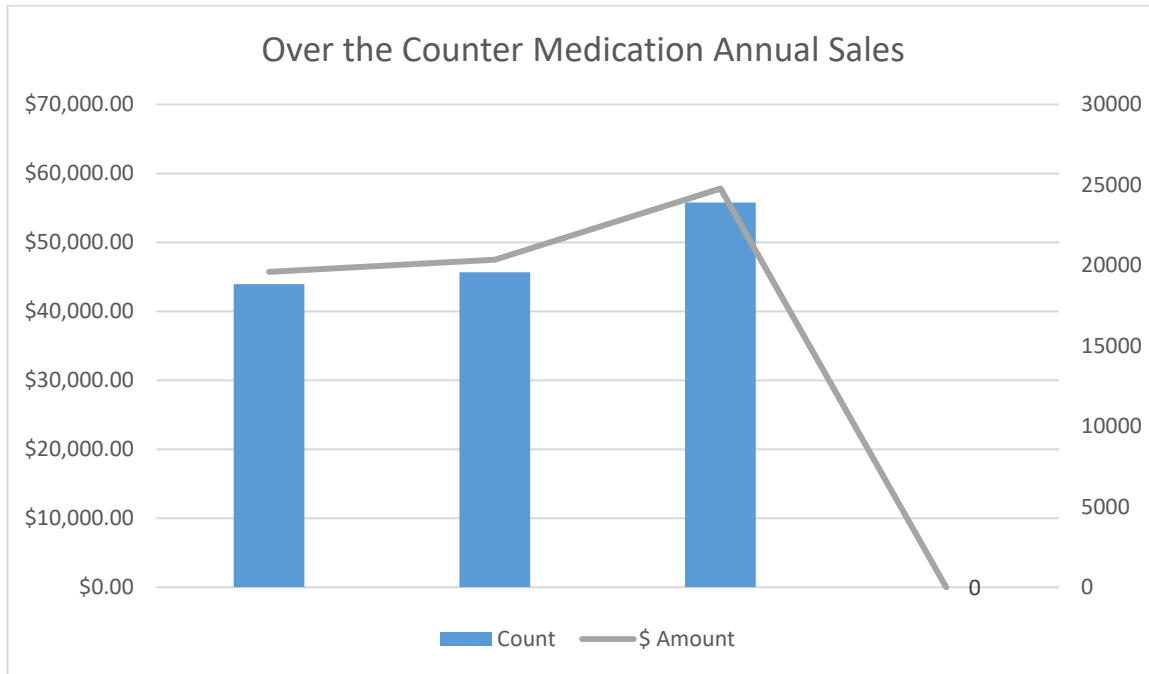


### Top 5 Prescription Medications 2017/2018









## VI. Analysis

With the new leadership at Student Health Services and the Vice President of Student Affairs' office, the next couple of years offer an opportunity to build and re-brand how student health is delivered at CSU, Chico.

Mental health plays an integral component of student success and will continue to be the most vital of our services provided. Until we can meet all the needs of the students and all of the student's needs we haven't fulfilled our duties as outlined in Executive Order 943. Fiscal barriers need to be eliminated to allow SHS to fully meet our obligations. Mental health services are a specialty and thus are a very costly measure to sustain but as we saw this last year, when a student feels pushed beyond their personal limits and the local resources are inadequate, difficult to access or underutilized, the results are tragic. The time is ripe to change the landscape on our campus and the larger Chico community. We need to be the leader in the fight to destigmatize a mental health diagnosis, counseling, medication management and make getting treatment for mental health as easy as getting a flu shot.

Space inefficiency is a problem in each and every department for Student Health Services. CSU, Chico needs to make mental health, physical health, drug and alcohol misuse and prevention, health education and Title IV services a top priority by providing a proper Student Health Services building. At this time we have a space

shortage and space inefficiency at all 4 of our departments and it is affecting the services we provide. With a state of the art Health Services building we could house all of our programs and departments together allowing for space efficiency, budget streamlining and intradepartmental collaboration. Students should be able to utilize all health services in the same space; this is the norm on many CSU campuses and with other sites as an example, Chico State wouldn't have to re-invent the wheel to make this project a reality.

Staffing at the SHC has been particularly troublesome for several years and in this past year we saw the Clinical Lab Scientist position have 7 failed recruitments due to non-competitive salary offers. CSU, Chico has a pattern of offering very low salaries even to extremely experienced technical and specialty roles. These offers are low compared to the local healthcare industry and the CSU system overall and make finding experienced and qualified healthcare personnel difficult if not impossible. A commitment to competitive and appropriate salaries is imperative for successful recruitment at SHC.

## **VII. Program Objectives for Next Academic Year**

Goal: Ensure fiscal responsibility.

- SHS ended the 2017 year with a deficit due to the lack of a health fee increase in the last 20 years. The health fee increase will be applied in the fall of 2018 and while it will help make SHS solvent again; tight fiscal control will need to continue to allow SHS to repay their deficit and provide the necessary services to the student body.

Goal: Develop a plan for a new SHS building.

- As previously mentioned there is a critical lack of space for each department of the SHS and until the space deficiencies are addressed and alleviated the crucial expansion of mental health services is impossible. We need to be at the top of the master list for a new all-encompassing Student Health Services building that will allow students to have a one stop shop for all services related to their health and wellbeing.

Goal: Improve recruitment techniques for healthcare specialists.

- Healthcare is a specialty and may require a healthcare recruitment specialist to help fill the needs of our department.
- Salary offers need to be competitive and based on healthcare standards so that we can attract personnel with adequate experience and skills.
- Continue to recruit in diverse areas including areas outside of Butte County and northern California. Continue to use language in postings that will attract a diverse candidate pool.



---

*Division of Student Affairs*

**COUNSELING & WELLNESS CENTER (CWC) ANNUAL REPORT 2017-2018**

**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 2017-2018*

- **Successfully launched ProtoCall Services at Chico State, thereby providing 24/7 access to a licensed counselor via phone.** After a three year process of vetting ProtoCall to ensure that it met CSU's stringent privacy guidelines, ProtoCall was launched on our campus in December, 2017. Students, staff, faculty, and parents now are able to consult with a licensed counselor 24/7. ProtoCall also allows students who are not clients of the CWC access a counselor immediately, thereby providing another high-quality mental health resource to students. This service certainly has eased the burden on CWC staff, but, more important, it offers another "safety net" for students who might be at risk of suicide. (SA 1, 2, 3)
- **Provided "housing" for the Safe Place advocate program.** In December, 2017, Alix MacDonald, the new Safe Place program coordinator/advocate moved from the Brice House to the CWC. This allowed CWC staff to provide closer and better quality supervision to Ms. MacDonald, and it also has made these services more visible and accessible to the campus community. (USP 1, 4; SA 1, 2, 3)
- **Provided on-the-ground postvention to the campus community after a student suicide.** We all felt the devastating effects of a Chico State student's death in March, 2018. This death was especially difficult for the CWC staff as one of our primary values is to "Be a Safety Net for Student at Risk of Suicide." Although we know that it is not realistic to prevent every suicide, when one does happen, the circles of impact are wide. In the days and weeks following this death, the CWC staff met with students, staff, and faculty to identify how best to move forward. We offered a place for existing clients to disclose their own thoughts and feelings of suicide, and we accommodated new clients who needed to process their own grief. This event also illuminated the need to provide care and consultation to staff and faculty who felt helpless and underprepared to help students with mental health concerns. (USP 1, 4; SA 1, 2, 3)

### *Other significant accomplishments during 2017-2018*

- Successfully secured funding via the Student Health Fee. (USP 5; SA 1)
- Reaccredited by the International Association of Counseling Services (IACS). (USP 1)
- We experienced no turnover in our front desk and counseling staff this year; this stability has been good for both the students, and for staff morale. (USP 2; SA 1, 2, 3)
- We continued to grow the U Matter outreach program. In fact, one of our master's level counseling interns was in the first class of U Matter interns four years ago! We believe this is evidence that developing a "pipeline" ensures that we are providing excellent training for the next generation of counselors in the North State. (USP 2, 5; SA 1, 2, 3)
- We created a new drop-in workshop, "Feel Better Faster" in order to accommodate non-clients who may have had difficulty accessing our services otherwise. (USP 8; SA 1, 2, 3)
- Staff members presented at regional and national conferences, including the Association of University and College Counseling Center Directors (AUCCCD), and Chico State's PAUSE retreat. (USP 2; SA 1, 2, 3)
- CWC staff continued to provide significant support to the campus community and 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 continues to take a lead in promoting a "culture of caring" and developing a strong strategic plan for improving mental health at Chico State by participating in the Jed Campus Program. (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 in 2015-2016, so we were committed to evaluating the benefits/challenges of those changes before implementing new procedures.
- At the end of the 2017-2018 year, the CWC staff discussed the effectiveness of our current triage protocol, especially as the Student Health Fee debate made us consider what we might change to better serve students. We decided to make no significant changes to our appointment policies until we were certain that staff vacancies were filled.

### **IV. Resources Summary**

#### *Budget summary*

- As of fall 2014, the CWC budget includes expenses to run the U Matter program. In 2016-2017, this included salary for three part-time student staff members. The estimated U Matter budget for 2017-2018 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.

## *Staffing*

In the Spring, 2017, Dr. Brian Reinhardt and Dr. Lana McKnight notified us of their intentions to retire. Dr. Brian Reinhardt fully retired in June, 2018, and Dr. Lana McKnight will FERP (working .5 FTE throughout the academic year) through 2022-2023.

### Fall, 2017

- Dr. Brian Reinhardt reduced his appointment from 1.0 FTE to .85 FTE.
- Tara Donnell, LMFT continued to work part-time (.6 FTE) to help cover clinical demand on days that Dr. Courtney Chambless (Mondays) and Dr. Brian Reinhardt (Fridays) were not in the office

### Spring, 2018

- Dr. Mimi Bommersbach continues to FERP and will work only Spring semesters until 2018-2019.
- Deborah Genito, LCSW, a retired annuitant, was brought on for the five weeks following a student suicide in March, 2018. This allowed the CWC to accommodate the increased demand for crisis services after this tragedy, and it also opened up appointments for new clients in the final weeks of the semester.

## *Facilities/Equipment*

- During 2015-2016, we converted a conference room and a storage room to accommodate new hires and part-time faculty. In choosing to house Safe Place in the Counseling & Wellness Center, we also lost an additional office for a full-time counselor. 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: 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 continue to move forward with our plan to establish an APA-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.

A major factor in achieving this goal is recruiting and hiring doctoral-level counselors in the next year to ensure that we are in compliance with the American Psychological Association (APA)’s requirements for a pre-doctoral training program.

*GOAL: Polish our Policies & Procedures manual (USP 1)*

We are on track to complete a major update of the CWC Policies & Procedures manual in Summer, 2018. This process will prepare us for multiple accreditation processes, as well as help us identify how we might better collaborate with other units (e.g., Academic Advising) to create policies and procedures that streamline processes that may be unnecessarily onerous (e.g., obtaining paperwork from a clinician to document “serious and compelling” reasons to drop a course).

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

With the guidance of the Jed Campus Program, work has begun on developing 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)*

One additional counselor completed the Diversity Certificate program in 2017-2018. We also dedicated one staff meeting each month to a diversity-related topic, or to educate ourselves about a specific underrepresented population.

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

In June, 2016, the CWC Clinical Director and a Sargeant 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.

UPD and CWC were unable to bring this training to Chico State this past year, but we are talking with our sister campus in Humboldt to collaborate and schedule a training for 2018-2019.

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

In part due to the success in receiving the “green light” for a Student Health Fee, the Clinical Director and AVPSA have determined that funding is available to recruit up to three new counselors to replace two retirements.

## **VI. Ongoing Assessment Efforts**

### *Program Usage*

**5,982 individual and group counseling** visits were made by 1,592 unique students during the 2017-2018 academic year. This is compared to 6,117 counseling visits by 1,507 unique students in 2016-2017, or about a **2% decrease**. We hypothesize that this slight 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, Adulting 101, or U Matter presentations) because they cannot be seen immediately due to limited counselor availability.

**Unique students seen rose by 5%.** While the aggregate number of appointments decreased slightly in 2017-2018, we believe it is important to note that the number of *unique* students increased. This may illustrate that when CWC staff accommodate more new clients (e.g., via Same Day and Crisis Appointments), they are not able to follow-up with these students as frequently. The number of students who are seen for one or two sessions appears to be rising:

<b>Number of Appointments per Client</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>% Increase/Decrease</b>
1 appointment	571	636	+10%
2 appointments	267	308	+13%
3 appointments	167	156	-7%
4 appointments	98	110	+11%

While it is gratifying to serve a greater number of unique students each year, we also know that students may not receive the proper “dose” of counseling in one or two sessions, especially given the rising level of trauma that they report experiencing. This concerns us terribly. We also know that this rise in single session encounters increases the likelihood of counselor burnout. Indeed, this is a national problem, but it shines a bright light on the need for more clinicians “on the ground” who can properly treat significant childhood trauma.

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 21%** in 2017-2018. 896 Crisis slots were utilized by students who self-identified as being at-risk of suicide, the victim of a crime, or having suffered a recent major loss.

**Hospitalizations decreased by 50%** in 2017-2018. 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. In 2017-2018, this number returned to six. 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 Spring, 2018, responses to the annual Student Satisfaction Survey were overwhelmingly favorable.** We are particularly proud that



- 99 % of students reported that agreed or strongly agreed with the statement, “I feel like I can trust my counselor.”
- 68% of students agreed with the statement, “I feel less lonely” since starting counseling.
- 71% of students agreed with the statement, “I can get out of bed when I need to.”
- 45% of students reported that “My grades are better” since starting counseling.
- 36% of students who indicated that they did struggle with thoughts of suicide agreed with the statement, “As a result of counseling, I have fewer 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, starting 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
- Trauma-Informed Yoga (new in Spring, 2018; led by a CWC counseling intern)

*Process-Oriented Groups:*

- Bipolar Support Group
- Coping and Regulating Emotions (a Dialectical Behavioral Therapy group)
- Grief Support Group
- Not Facebook (for students struggling with social anxiety)
- Rainbow Suspenders (LGBTQ+ support group)
- Food and Mood
- Journey to Healing (for survivors of sexual violence)

**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)

As reported in the 2016-2017 CWC Annual Report, a continuing challenge that we face is **meeting the needs of students who present with more acute symptoms of trauma**. This has not changed since our last report; in fact, students reporting 4 or more Adverse Childhood Experiences (ACEs) has only increased.

A quick glance at the Association of University and College Counseling Center Directors (AUCCCD) listserv 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:*

- securing more space in the Student Services Center for licensed mental health clinicians and outreach services (USP 1, 2, 8; SA 1, 2, 3)
- 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 (additional) goals for the next academic year**

In addition to continuing to work on the goals from 2017-2018, we have set these additional benchmarks for 2018-2019:

*GOAL: Successfully complete the International Association of Counseling Services (IACS) “paper review” (USP 1)*

We are currently preparing for this review to be completed in Fall, 2018.

*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 “Helping Academy” for Chico State (USP 1, 2, 8; SA 1, 2, 3)*

Utilizing the “I CAN HELP” training program developed by the CSU Chancellor’s Office, the Clinical Director and members of the CARE team will develop a comprehensive training program for staff and faculty.

*GOAL: Identify additional space to house new hires (USP 1; SA 1, 2, 3)*

Space has become a major challenge for the entire campus, but the CWC will have difficulty meeting the growing needs of the campus without new space for additional staff.

APPENDIX A



**CALIFORNIA STATE UNIVERSITY, CHICO**

Welcome to the Counseling & Wellness Center

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

	Same-Day Appointment	Scheduled Intake/ Ongoing Therapy	Crisis/Emergency
<b>Whom is this appointment for?</b>	New and returning clients	New and returning clients	Clients who are at risk of harming themselves or others  and/or  Clients who've recently experienced a significant trauma
<b>How long is this appointment?</b>	<b>30 minutes</b>	<b>45 minutes</b>	<b>It varies!</b>
<b>This appointment is appropriate if...</b>	<ul style="list-style-type: none"> <li>Your thoughts or feelings are interfering with your functioning, but you have no current thoughts of suicide.</li> <li>You need help making a major decision within a few days.</li> <li>You've just received some distressing news and are having trouble coping.</li> <li>You want to consult about a friend.</li> </ul>	<ul style="list-style-type: none"> <li>Same as the same-day examples, but you're able to function okay and can wait for the next available appointment.</li> <li>You want to process ongoing issues about your relationships, family, life path, etc.</li> <li>You've been diagnosed with a mental health condition and you want to establish ongoing support.</li> </ul>	<ul style="list-style-type: none"> <li>You are currently thinking about suicide.</li> <li>You have a plan for suicide.</li> <li>You are thinking about/have a plan to harm someone else.</li> <li>You've recently been the victim of a crime or other traumatic event and are having difficulty functioning.</li> </ul>
<b>What can I expect in the session?</b>	<ul style="list-style-type: none"> <li>The counselor will listen to your current concerns and will gather basic background information.</li> <li>Your counselor may give you tips on how to cope.</li> <li>You and your counselor will decide if a follow-up appointment would help (sometimes it's not necessary!)</li> <li>Your counselor may refer you to other resources, on and off-campus.</li> </ul>	<ul style="list-style-type: none"> <li>The counselor will do a more thorough assessment of your concerns.</li> <li>Your counselor may give you tips on how to cope.</li> <li>You and your counselor will decide if a follow-up appointment or ongoing counseling would help (sometimes it's not necessary!)</li> <li>Your counselor may refer you to other resources, on and off-campus.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>If you and/or your counselor believe you CANNOT stay safe, we will refer you to appropriate resources in the community.</li> <li>You and your counselor will also develop a follow-up plan before you leave our office.</li> </ul>

## 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 UMatteer 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 • 2017-2018**

#### **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 U Matter 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 U Matter 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 • 2015-2018

	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
Urgent Walk-In/Crisis	611	709	896
Individual Therapy	3052	3120	3130
Intake (New Client Appointment)	415	288	243
Same-Day Appointment*	903	874	794
Group Therapy	1014	956	714
Consultation w/Client, Staff, or Faculty via phone or in person	4	3	33
Telephone Session w/Client	11	13	29
Hospitalization**	7	12	6
<b>TOTAL DIRECT SERVICE HOURS (i.e., Direct Service by Counselors)</b>	<b>6017</b>	<b>5975</b>	<b>5845</b>
<b>TOTAL UNIQUE CLIENTS</b>	<b>1551</b>	<b>1507</b>	<b>1592</b>
AVERAGE SESSIONS PER CLIENT	4.01	4.06	3.76
TOTAL OUTREACH HOURS (i.e., Indirect Service by Counselors)	133	121	199

\*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.

California State University, Chico  
***Division of Student Affairs***  
Campus Alcohol and Drug Education Center Annual Report  
2017-2018

### I. Department Mission Statement

The Campus alcohol & Drug Education Center is committed to providing evidence-based educational programs and services that raise campus awareness about alcohol and drug abuse. CADEC strives to encourage, enable and empower students to make responsible and healthy life choices, especially in areas where substance abuse is a concern. (Also See NCHIP Statement Attached)

CADEC's mission is aligned with CSU Chico's institutional mission in many important ways:

- A commitment to **Excellence** in our prevention and educational programming
- Dedication to **Research** based practice
- Commitment to **Innovation**
- Constant striving to **Serve** the local, regional, and global communities
- A collaborative spirit
- We embrace, engage, and celebrate our **Diverse** community

### II. Departmental Accomplishments

- 12 CADEC students became certified SMART recovery Facilities allowing the Collegiate Recovery Program to expand to four weekly recovery support group meetings (three SMART Recovery and one Students Seeking Recovery). All four groups developed a strong and loyal following.
- CADEC and other recovery students established the first recognized student organization for students living in recovery and their allies: The Clean Cats Club. Their goals are to reduce stigma and discrimination associated with substance use disorders, advocate for the needs of students in recovery on campus and provide educational and social networking opportunities for all students living substance free.
- The Collegiate Recovery Program and Clean Cats Club sponsored an important speaking engagement on our campus by Aaron Rubin, a former CSU Chico student who survived an opioid overdose.
- CADEC applied for and was awarded \$20,000 grant from American Cancer Society and CVS to establish and promote 100% Smoke/Tobacco/Vape Free campus and FREE tobacco cessation services creating a healthier campus community in the spring of 2018.
- Peer Educator certification Course was offered in both fall and spring. Twentynine students received their BACCHUS Certification for Peer Educator. In spring, the course was mandatory for Peer Educators hired for the 2017-2018 academic year, providing a bulk of the training that we normally cover in fall. This provided more time for complex training but it cut back on costs by offering units instead of pay for training. We are looking forward to continuing to adapt training to meet the needs of a changing campus and department.
- Wildcat ROAR! Reach out and Respond Training continues to grow in campus support. During the 2016-2017 academic year we trained all 486 Panhellenic women going through Panhellenic recruitment and incentivized the training for student athletes. In total, we offered 32 trainings this academic year and trained 751 students and staff.
- The growth of the referral system between University Housing and CADEC allowed us to receive 886 and provide 720 individual sessions throughout the 2017-2018 academic year. We are hoping to utilize a new online scheduling system to allow for ease of referrals and confidentiality.

- Fall 2016 introduced Team ROAR!, a one unit internship providing outreach and bystander intervention. We had 30 students complete over 1,140 hours of service this year. The team was led by Graduate Social Work intern.

### III. Ongoing Assessment Efforts

#### Program usage:

Individual sessions provided for the 2016-2017 academic year

- Individual Clinical Assessments (Provided by Program Director - Licensed advanced Alcohol & Drug Counselor) - 52 self referrals and referrals from other sources including faculty, staff, students, parents, Counseling center, SHC and outside therapist - all completed; 28 received on-going treatment and recovery support.
- 39 individual clinical assessments were referred from Housing (31 completed)
- BASICS Program - Brief Alcohol Screening & Intervention for College Students (Provided Basics Facilitator) - 173 referrals received from Housing (125 completed)
- Marijuana 101 - Online education program followed by an Motivational Interviewing session - 142 referrals received from Housing (111 completed)
- Peer Educator Motivational Interviewing Session - 478 referrals received from Housing (402 completed)

#### Other Evidence-Based Training Programs:

- Wildcat ROAR! Alcohol Overdose Prevention/Bystander intervention
  - 31 individual workshops conducted
  - 751 students certified in 2016-2017 academic year
  - 486 Panhellenic women
  - 130 student athletes
- Mental Health First Aid Certification Training
  - 6 trainings conducted in the 2016-2017 academic year
- Peer Health Educator Certification Course – 17 students were certified
- Mindfulness Based Stress Reduction Class – One class was offered in spring (class was not offered in fall due to instructor on sabbatical) - 15 faculty, staff and students completed
- CADEC served thousands of students through additional specialized Alcohol & Drug Prevention Trainings created for student organizations and campus departments upon their special request during the 2016-2017 academic year. An exhaustive list of these specialized trainings are available if desired
  - Fall events totaled 109 and spring totaled 58
  - 20 days of tabling
  - 22 collaborative Housing events, including every Friday night of the semester CADEC and Prime Time Productions provided late night programming as an alternative event for students going out
  - 12 Greek events including ROAR! Trainings, How to Help a Friend and High-Risk Drinking Training
  - 12 intermural, club and varsity teams were ROAR! Trained

#### CADEC Outreach and Collaboration:

- Wildcat Welcome Week – CADEC served 1,200 students

- Partners: Associated Students, University Housing and Food Services, Alumni and Parent Relations, Student Life and Leadership, Fraternity and Sorority Affairs, WREC Center, University Housing and Food Services Programming, Cross-Culture Leadership Center
- Labor Day/Wildcat Way Weekend – CADEC served more than 1,500 students supporting events on each day of the weekend (Friday, 9/2 ShipWRECKed, Sunday, 9/4 Bidwell Bash, Monday, 9/5 Cirque d'UV)
- Partners: Associated Students, University Housing, Student Life and Leadership, Cross-Culture Leadership Center, University Housing Programming, WREC Center
- National Collegiate Alcohol Awareness Week – CADEC reached more than 4,500 students with vital alcohol prevention and safety information
- The Butte Youth Now Coalition, with CADEC's support, brought speaker April Rovaro to Chico State
- More than 3,000 water bottles handed out over Halloween weekend
- Partners: Prime Time Productions, Associated Students, U Matter, WREC Center, Student Judicial Affairs Fraternity and Sorority Affairs
- Safe Spring Break – Reached more than 600 students during outreach and tabling events
- Partners: Health Education Action Team, The Student Health Advisory Council, University Housing Programming, and U Matter
- Prescription Drug Awareness Week – CADEC reached thousands of students, faculty and staff with prevention messages about prescription drug abuse
- Chico State Collegiate Recovery Program brought speaker Aaron Rubin to an audience of over 125 students, staff, faculty and community
- The Prescription Drug Awareness Week's social norming campaign was displayed in the Meriam Library
- Partners: Enloe Medical Center, Butte County, U Matter, University Housing Programming, Associated Students, Meriam Library

**On-Going Outreach and Collaborations:**

- Halloween – 3,500 water bottles were distributed and nearly 600 students attended the late-night program
- Partners: Associated Students, University Housing Programming
- The Giving Tree – two local non-profits partner with CADED and a myriad of students, faculty, and staff to make this special program happen. This year 382 individual gifts were donated for 125 local children in need
- Partners: Bell Memorial Union, Conference Services, Associated Students, University Housing and Food Services, Cross-Culture Leadership Center, Student Health Services
- Safe Spring Break – CADEC Peer Educators reached 500 students with prevention messages – sunglasses with alcohol safety trips printed and signs of alcohol printed on sides

**IV. Critical Performance Indicators/Learning Outcomes**

- Wildcat ROAR! Post Test Results 2016-2017

{CHART}  
 {CHART}  
 {CHART}  
 {CHART}  
 {CHART}  
 {CHART}  
 {CHART}

## **V. Changes in Policies and Procedures – No significant changes**

### **VI. Staffing Summary**

Trish Seastrom – 1.0 FTE – Program Director, Licensed Advanced Alcohol and Drug Counselor

Sadie LaBriere - 0.5 FTE – BASICS Facilitator

Kelsey Harrington – 1.0 FTE – Prevention Coordinator

Josie Gilmore – 0.35 FTE – Administrative Support Assistant

### **VII. Facilities/Equipment - CADEC maintains significant needs for new spaces within the Student "Success" Center, also known as the Student Services Center – CURRENT SPACE ISSUES**

- No confidential waiting area for students, staff, or parents
- Serious confidentiality concerns with current individual offices – voices can be heard even with sound machines in use
- Individual offices are not well designed for clinical use with more than one person in the room
- No space for Peer Educators to meet privately with a student
- Team of 28 in fall of 2017 makes it hard to find space for this large number of Peer Educators and Interns to work, meet and collaborate
- No space for Collegiate Recovery Program
- No space for Recovery Support Meetings for Students Seeking Recovery, SMART Recovery or for 12-step meetings – AA, NA, MA, etc.
- Challenges reserving space for all staff meetings. We are unable to request rooms until second week of the semester, making it very difficult to find meeting spaces.

### **VIII. Program Evaluation for the Past Year- *The NCHIP CSU Chico Aim Statement will serve as the driving force behind any and all CADEC Department goal (see attached) - (met and continuing)***

- CADEC completed CAD Program Evaluation this academic year

### **Program Goals 2016-2017**

- Formalize new partnerships with Counseling and Wellness Center (also an NCHIP Study) with CADEC providing Brief Alcohol Screening and Intervention for College Students (BASICS) service to students referred by CWC; Evaluation of these services (met and continuing)
- Continue to work with campus partners such as University Housing and Food Services, Fraternity and Sorority Affairs and Athletics to expand the utilization of BASICS beyond the mandated student population to targeted student populations (met and continuing)
- Continue to enhance collaborative programming with the Student Health Center, the Counseling and Wellness Center and U-Matter through a regular collaboration forum with program leadership as well as regular forums for collaboration and team building between these programs' teams and students (met)
- Obtain a grant to fund the establishment of a smoke free campus (met)
- Develop an established fee structure for the CADEC Marijuana Intervention (met)

### **IX. Analysis: What actions need to occur to move the program to the "next level"?**

- Continued expansion of campus-wide support of NCHIP Task Force and its efforts will continue to move forward our most critical goals for CSU, Chico alcohol and drug safety
- Further establishment and formalization of CSU, Chico Collegiate Recover Center, including identification of dedicated space will further work to modify institution reputation as one that supports students in recovery as opposed to a part school image
- Find adequate and appropriate space for CADEC within the Student Services Center in order for CADEC to fulfill its mission and serve the needs of the students and families of this campus

- Grant funding will continue to provide resources for additional staff and resources needed to implement evidence-based programming recommended by today's practicing standards
- Extend the BASICS program to academics, athletics, Greek organizations, and faculty and staff referrals

#### **X. Goals- Present Goals for The Next Academic Year**

- The NCHIP CSU, Chico Aim Statement will serve as the driving force behind any and all CADEC Department goals (see attached)

#### **Some specific CADEC goals will include, but are not limited to:**

- Continuing the development of expanded services of the CSU, Chico Collegiate Recover Program (CRP) including:
  - Addition of three more weekly recovery support groups to total one group each of the 7 days of the week
  - Establish of CRP Advisory Council
  - Establishment of substance-free housing on campus
  - Establish Screening, brief Intervention and Referral to Treatment (SBIRT) services at the Student Health Center; evaluation of these services
  - Formalize new partnership with Counseling and Wellness Center (also an NCHIP Study) with CADEC providing Brief Alcohol Screening and Intervention for college students (BASICS) service to students referred by CWC; Evaluation of these services
  - Develop further interest and attendance at CADEC semester-long Peer Health Educator Certification Class
  - Continue to work with campus partners such as University Housing and Food Services, Fraternity and Sorority Affairs, and athletics to expand the utilization of BASICS beyond the mandated student population to target student populations
  - Continue to enhance collaborative programming with the Student Health Center, the Counseling and Wellness Center and UMatte through a regular collaboration forum with program leadership as well as regular forums for collaboration and team building between these programs' teams and students
  - Continue to expand the Team ROAR! One unit field study internship connected to our ROAR! Bystander training as a way for students to gain more involvement in CADEC and for CADEC to be able to utilize more student volunteers
  - Further develop and formalize the existing internship program at CADEC
  - Establish satellite CADEC services within on-campus housing

#### **CSU, Chico Health Improvement Program – Aim Statement** **National College Health Improvement Program**

Established by NCHIP CSU, Chico Task Force, April 22, 2014

California State University, Chico students, faculty and staff will work collaboratively to develop a comprehensive, evidence-based approach to reducing the harm associated with high-risk alcohol consumption. This approach will include both prevention and intervention on the environmental, individual and systems levels. All students will experience campus strategies to prevent harm associated with alcohol abuse. Students who have engaged in high-risk alcohol consumption will participate in programs appropriate to their individual needs. This effort will aid students in achieving their academic and personal potential, preparing for each lifetime of learning and responsible citizenship and leadership.

Our specific goals will include, but are not limited to:

- Expand screening activities utilizing evidence-based clinical and preventative practices including Screening, Brief Intervention and Referral to Treatment (SBIRT) and the Brief Negotiated Interview (BNI) at our Student Health Center.