

Student Affairs | Measuring Up

Creating a culture of assessment and evidence.

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UNIVERSITY



**Salisbury University
Office of Student Affairs
Counseling Center
August 2023**

**The Counseling Center is accredited by
the International Accreditation of Counseling Services (IACS)**

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EXECUTIVE SUMMARY (one page)

The SU Counseling Center returned to in-person services along with telehealth services offered through a contract with TimelyCare, LLC. A new structure was implemented that limited sessions offered to students but offered quick access initial visit. Student useage of counseling services, both in-person and through telementalhealth, was comparable to previous years. The new structure provided significant reductions in wait times for an initial appointment and reduced no-show rates. Students who utilized the Counseling Center reported a high level of satisfaction with counseling services due to the ease of access. Students and campus partners were concerned about session limits but the data show students attended counseling sessions at a rate similar to usage in the past when there were no session limits.(See Appendix A for data comparing AY 2022-2023 usage with previous years)

Highlights of the Year

- Created a new service structure utilizing a triage therapist daily to allow quick access for students seeking counseling services for any reason, resulting in a decrease in wait time for first appointment.
- Provided professional therapy services to students presenting with severe and complex clinical concerns which includes 1491 in-person appointments attended by 313 students.
- Telehealth psychiatric services provided 81 appointments to 17 students.
- Supported contracted telementalhealth services contracted through TimelyCare, LLC, providing 691 appointments for 219 students.
- Adopted of a Scope of Service document clearly defining best practices for students given the staffing and resources available at the Center with referra options for students who require services outside the Center's scope of services. (See Appendix B for Scope of Service)
- Provided formal referral appointments to fully support students obtaining services off campus ensuring they were able pay for services or utilize health insurance.
- Collaborated with Student Health Services, Housing and Residence Life, Salisbury University Police Department, and Student Accountability & Community Standards, SU Cares, and the Disability Resource Center to provide seamless services to student who required support from many different areas.
- Continued our robust training program for master's level interns in social work and clinical mental health counseling supervised by a highly experienced and qualified clinical training supervisor.
- Contributed to the CARE team as the mental health experts on campus and provided mandated assessments for students of concern.
- Updated the Purple Folder of resources for Faculty and Staff members and distributed it to campus constituents.
- Provided mandated alcohol and drug assessments for students from the Athletics Department who were referred after a drug test.
- Continued outreach events for the community ranging from tabling at many events t, Out of the Darkness and Take Back the Night, along with education and support provided as requested to other campus constituents.

Section I: Department Overview

2022-2023 Staff

Full-Time Staff

Michaila Webb, BS, Administrative Assistant
Laurie Scherer, MS, LCPC-S, Director started
Nikki Allen Dyer, MEd, MSW, LCSW-C, Counselor, Assistant Director
Dawn Keter, MSW, LCSW-C, CTM Training Coordinator/Counselor
Cassidy Zeller, MS, LCPC-S, Outreach Coordinator/Counselor

Part-Time Psychiatrist

Sonia Tyutyulkova, M.D., Part-time Psychiatrist, September 2022-May 2023

Graduate Interns

Anmol Hundel, Wilmington University Intern*
Michael Shields, Capella University SW Intern*
Makya Purnell, UMES Counseling Intern
Jonathan Menges, SU Social Work Intern
Elizabeth Mitchell, SU Social Work Graduate Intern
**worked with the Counseling Center only part of the year*

Vision

Salisbury University students will have access to multiple quick entry points to obtain professional counseling services provided by professional counselors. Services will be offered utilizing best practices given the staffing and resources available as outlines in the Scope of Service document. The Counseling Center strives to create a work atmosphere that allows for personal and professional development with appropriate supervision and support.

Mission

The primary purpose of the Counseling Center is the provision of high quality and professional mental health services to students including prevention, assessment, and treatment of psychological problems, emotional concerns, or mental conditions of individuals or groups. The Counseling Center also aims to provide mental health promotion, education related to early problem detection and intervention, student advocacy, and effective access to services. In alignment with the mission of the University and the Division of Student Affairs, goals are to promote student welfare and psychological wellbeing, academic success, and a safe and healthy campus community. The Counseling Center is also committed to enhancing students' overall college experience in order to be effective contributing members of society. Through a graduate internship training program, the Center also provides quality training and supervision for master's students in social work and other graduate programs in counseling.

Goals

The Division of Student Affairs will partner with faculty and other administrators to consistently measure and articulate how co-curricular experiences and experiential opportunities contribute to student learning.

Assessment methods may include but are not limited to:

- Obtaining qualitative responses to satisfaction assessments completed by students who have utilized Counseling Services.
- Providing consultation to faculty, staff, parents, and students and following up to ensure the needs of the consulting party are met.
- Utilizing assessment tools to gather input from interns and provisionally licensed staff about the program and support provided.
- Utilizing National Data from the Center for Collegiate Mental Health (CCMH) to benchmark demographic data, treatment outcomes, and staffing decisions.

- Utilizing the Counseling Center Assessment of Psychological Symptoms (CCAPS) to obtain information about individual student/client progress as they utilize counseling services.

Scope of Practice – Services Provided

The Counseling Center at Salisbury University is the sole mental health agency in the University and provides out-patient mental health services to students through a variety of modalities. Out-patient treatment allows students to receive regular therapeutic appointments. A short-term model was adopted this year providing an average of 5-6 solution-focused sessions based on national data and SU Counseling Center data of student usage. Some students may be seen for additional sessions during treatment based on the clinician's recommendations. If a student requires more intensive or frequent treatment on an ongoing basis, they will be referred to off campus providers for intensive out-patient or in-patient treatment. All students who plan to access services at the Center attend a Brief Needs Assessment (BNA) as their first appointment. A BNA allows the student to meet with a clinician the same day or next day and define what they need. The clinician then refers them for a formal intake at the Center or refers them to more appropriate services.

The Counseling Center is accredited by the International Accreditation of Counseling Services (IACS).

Staff Learning Outcomes

1: Knowledge and Intellectual Growth

Foster an environment for students to gain insight and skills related to emotional well-being in order to successfully complete their academic program and move into a career field.

In this capacity, students should be able to:

- 1.1 *Exercise critical thinking, reflective thinking, and effective reasoning skills.***
Continue to promote application of personal and cognitive skills in individual, couples, and group therapy and when engaging with students during outreach efforts, especially those aimed at reducing stigma, prejudice, and oppression.
- 1.2 *Make informed decisions and draw reasoned conclusions using sound criteria.***
Promote self-reflection and insight that supports effective decision making when providing therapeutic, educational, outreach, and advocacy initiatives.
- 1.3 *Express ethical reasoning in personal, academic and professional decision-making.***
CC staff continue to adhere to ethical standards, embodying such for students, staff, faculty, as well as their colleagues. Staff members attend ongoing ethical training to ensure best practices for ethical services are utilized.
- 1.4 *Engage in experiences that lead to professional growth and career preparation.***
Attend required continuing education focused on topics important to our clientele base to ensure the care offered is professional and reflects current best practices in the field of higher education mental health.
- 1.5 *Articulate knowledge, skills and accomplishments integrating academic, social and life experiences.***
Continue to develop and offer diverse and effective psychoeducational opportunities campus-wide and partner with other offices/departments to support students.

2: Interpersonal Communication

Related learning outcomes include, for example, the ability to:

- 2.1. *Organize and articulate thoughts and ideas in a clear and cohesive manner.***

- Continue to utilize best practices for clear and concise communication within the Center to ensure administrative and clinical services are provided utilizing appropriate input from all staff members.
- 2.2. *Listen with openness and allow others to express different views.***
Continue to utilize appropriate listening skills during interactions with staff and students. Model diversity, acceptance of all people, and act in ways that decrease stigma for staff and students with mental health or disability related diagnoses. Work within a structure that allows for respectful acceptance of differences while providing services to the community. .
- 2.3. *Understand the appropriate use of new technologies and media.***
Reinforce positive communication strategies during interactions with staff and students and assist in recognizing patterns of communication that may be maladaptive.
- 2.4. *Employ honest, respectful and responsible engagement with others.***
Facilitate dialogue within staff meetings and meetings with outside groups that fosters honest, respectful engagement.
- 2.5. *Demonstrate the ability to lead with confidence.***
Continue to develop leadership skills in clinical supervision and practice as well as in administrative roles.

Section II: Service Delivery

Students Served (July 1, 2022 – June 30, 2023)

Clinical Services	Outcomes
Total unique number served (does not include repeat visits)	313
Total number of “visits” (includes repeat visits)	1491
TimelyCare unique number served (does not include repeat visit)	219
TimelyCare “visits” by SU students (includes repeat visits)	691
Total number of students who received mental health services	532

Comments: Please see table comparing current services to past years in the appendix.

Examples of Major Events, Services, Activities, and Initiatives¹

Event	ADDITIONAL DETAILS	AUDIENCE
RA Training	Services and Skills	Residence Life - 80 RAs, RDs, and Professional Staff
New Faculty Orientation	Purple Folder information, Services and Referrals	New Faculty - 30 Faculty, Deans, Directors, and Associate Provost <i>*includes all attendees</i>
Graduate Intern Orientation & Training	Lethality Assessment, Clinical Training, Confidentiality, Professionalism, Abuse Reporting, Intake Assessments, Campus Services, etc.	All CC Graduate Interns
Threat Assessment Training (NABITA)	Assessing Threats and Conducting Assessments	Director
New Student Orientation	Toolbelt review, Kognito overview, Video of services on Website, and information for parents during Seagull Start Up	All new students, transfers and first year
Diversity Training	Directors - DRC & TRIO	TRIO Students
Out of the Darkness Walk - SU Counseling Center Initiative	Suicide Awareness and Prevention SU Counseling Center Initiative	SU Campus Community and Off Campus Community Partners
Take Back the Night – SU Counseling Center Initiative	Sexual Assault, Sexual Harassment, Partner Violence, and Stalking Awareness and Prevention	SU Campus Community, UMES, and other Community Partners
Sharing de-identified anonymous data to the CCMH national database from the SU Counseling Center	IRB approval for an exemption was granted in July, 2023	Counseling Center in higher education nationwide

¹ Contact the Associate Vice President for assistance in completing this section if needed.

Section III: Budget Allocations, Expenditures, and Revenue Generation

July 1, 2022 – June 30, 2023 Allocations

Budget Category	Allocation
01	604,627.00
02	75,551.00
03	174,901.00
Total	855,079.00

July 1, 2020 – June 30, 2021 Expenditures

Budget Category	Expenditures
01	594,368.55
02	49,265.72
03	310,160.32
Total	953,794.59

July 1, 2022 – June 30, 2023 Revenue Generated

Initiatives or Purposes	Revenue Generated
<i>Example: Student Success Grant from Foundation to purchase new laptops as loaners to low-income freshmen.</i>	\$12,250.00
Total	N/A

Comments related to budget decisions, concerns, cuts, reallocations, etc.

Section IV: Collaborations and Partnerships (Internal and External)²

Examples of Collaborations and Partnerships	Outcomes and Impact
<i>Example: County Public Schools Guidance Counselors</i>	Resource materials for helping high school students and families discuss mental health before college.
Athletics Drug & Alcohol Assessments	Provide assessment to students referred from Athletics and reported student attendance at assessment to athletics to support compliance with NCAA regulations.
Tidal Health	Met with staff and clinicians from the Tidal Health mental health team to review appropriate referrals for student in need of higher levels of assessments and services.
Community Clinicians and Services	Researched community services and maintained a referral list to offer student referrals to community agencies appropriate to the student's mental health needs.
SHS	Met with the SHS staff regularly to share appropriate information to provide holistic services between our two offices.
SU Police Department	Maintained collaboration and communication by meeting with the department and working with together on the CARE team.
Care Team	Collaborated with key SU departments to assess, monitor, and recommend interventions for students of concern and provide assessments by staff members trained specifically in threat and violence assessment.
Out of the Darkness	Collaborated with faculty and staff representatives in addition to community partners to plan an impactful event to increase the focus on suicide prevention.
Chalk It Up	Held in conjunction with Student Activities in May to provide mindfulness activities and opportunities for creative expression for students.
Take Back the Night	Collaborated with the Office of Institutional Equity, Athletics, Disability Resource Center, Housing and Residence Life, UMES, and Life Crisis Center to plan and hold the annual Take Back the Night event. The event, which increases awareness of sexual violence while empowering survivors, was offered to anyone affiliated with SU as well as the Salisbury community.

² Contact the Associate Vice President for assistance in completing this section if needed.

Section V: A Summary of Achievements Related to Student Affairs and SU's Strategic Plan

*The following are examples of ways in which the Unit is assisting Student Affairs and the University achieve strategic plan goals. Please use bullet or numerical formatting to provide examples of **significant** achievements. Some achievements may apply to multiple goals. Use measurable outcomes as much as possible.*

Goal 1: Enrich academic success and student development.

- **Attract, enroll and retain a talented and diverse first-year class, transfer class, and graduate cohort.**
Participated in various outreach activities such as Open Houses, Admitted Students' Day, Orientation, and the Admissions/Readmission Committee. Talked with future students and families about the availability of counseling on campus.
- **Optimize orientation efforts to facilitate the transition of well-informed first-year, transfer, and international students along with their families.**
Participated in Orientation programming for students and families.
- **Strengthen programmatic aspects of the Living and Learning residential environment.**
Provided training to residence life staff and education to students (e.g., RA training on early detection of mental health problems and effective referral).
- **Engage students in understanding common community standards.**
Participated in assessments and interventions to address alcohol violations and threats to self and others. Through counseling interventions, addressed community standards, healthy behaviors, and personal values.
- **Demonstrate the ability to understand and respect values, attitudes, and beliefs that differ across cultures, and to respond appropriately to these differences in the delivery of programs and services.**
Educated the campus community regarding stigma around mental health with the aim of creating an environment of civility, tolerance, respect and valued diversity. All staff continued to participate continuing education related to diversity, including OIE mandated trainings, licensure required trainings (including ethics training) and staff discussions related to diversity and inclusion.

Goal 2: Inspire a campus culture of inclusive excellence, support, and collaboration.

- **Establish a roadmap for students on how to make the most of out-of-class experiences.**
By providing counseling and other mental health services, as well as referral to other campus resources, the center continued to help students identify new skills to increase distress tolerance and improve coping skills to ensure they can actively participate in academic and other campus activities. In-Center services and outreach events contribute to students' personal growth in non-academic areas.
- **Articulate expected outcomes and markers of a healthy and inclusive community.**
Continued to evaluate the impact of past programming and focus on offering a broad range of service access points, including scheduled care, online services, and crisis response, to support students to participate actively in their community. Provide outreach opportunities that bring campus members together.
- **Create opportunities for students to engage in intercultural/cross-cultural activity and dialogue.**
Created quick access to counseling services for students who are less likely to seek traditional counseling and increased diversity of staff by utilizing TimelyCare's services. Provide information and education to student groups at locations outside the Center to increase visibility of clinicians.

- **Enhance academic coaching for students less likely to persist.**
Referred students to campus academic resources.
- **Promote co-curricular engagement among students.**
Continued to assist students to explore mental wellness in order to thrive in life outside of the classroom.
- **Advance leadership development and career decision making.**
Referred students to on and off-campus resources related to career decision making.
- **Recognize and celebrate student successes.**
Continued to provide graduate training that enables successful completion of graduate internships.

Goal 3: Support access, affordability, and academic excellence.

- **Adopt appropriate technology that enhances student services, student learning, and administrative productivity.**
Updated the center's website to reflect most updated services to enable students, faculty, and staff to be able to understand services available to students. Streamlined Titanium (electronic scheduling and record-keeping platform) to ensure we keep timely and accurate records.
- **Articulate evidence-based knowledge of students and student life themes.**
Simplified access to counseling services and shifted to a focus on student defined needs for counseling within a short treatment model.
- **Practice profession-wide competencies as expressed in the Council for the Advancement of Standards (CAS) in Higher Education and other professional standards.**
Adhered to ACA and NASW ethical codes and reviewed CAS standards for Counseling Centers.
- **Designed new facilities and renovations with an eye toward innovation, inclusion and sustainability.**
Continues to meet with Blackwell Hall Renovations Team.
- **Allocate program, spaces and resources using data-driven analysis.**
Utilized and evidence-based, less complex, student-focused structure to increase access to counseling while adhering to an appropriate scope of service to prevent clinician burn out and increase equity in access to counseling services.

Goal 4: Deepen engagement with our community.

- **Identify and implement mechanisms to enhance department and division-wide communication, coordination and collaboration.**
Continued collaboration with other departments through clinical consultations and CARE Team. Focus on effective and efficient meetings utilizing agendas and notes distributed to all attendees. Follow up quickly on contacts from other offices/departments.
 - **Continue knowledge and relationship building for all student affairs staff.**
Attended professional development meetings, continuing education programs, and participated in SA Division committees and meetings. Actively participated in hiring processes for new SA Division staff members.
- Maintain collegial partnerships across campus and within the larger community.**
See responses to both items above.
- **Recruit, retain, and mentor experienced and diverse student affairs staff both professional and administrative.**

The Center maintained the experienced, professional staff while providing support to interns providing diverse clinical options for students. Offered more diverse counselor identities through contracted providers with TimelyCare.

- **Align the Performance Management Process (PMP) with university, division - and department-specific strategic plans.**

Continued this process annually.

- **Stay abreast of and incorporate new research and best practices.**

Attended professional training experiences and utilized professional networking platforms such as listservs to stay informed.

Goal 5: Enhance environmental, social, and economic sustainability.

- **Offer resources for students, faculty, and staff related to campus safety.**

Kognito was available to faculty and staff and required for incoming students.

Served on the CARE Team and provided violence risk assessments, suicide assessments, and contributed information about safe handling of student disruptions to the community.

Worked with the SUPD to provide transportation for students who require an Emergency Petition that considers safety for the campus as well as the dignity of the student.

Continues to offer specifically created, supportive mental health training to Powerful Connections Mentors to better support students as they entered SU .

Section VI: Measuring Up – Research, Assessment, and Evaluation³

Goals and Outcomes July 1, 2022-June 30, 2023 (See Appendix A for Statistics)

What were your department goals for this past year? List them here then provide summative outcomes.

Department Goals	Summative Outcomes
Create a structure of services that offers quick access to students while protecting staff well-being.	<ul style="list-style-type: none"> • New structure provides a daily triage clinician available for students in crisis or quick access appointments. • Reduced the wait time for a first appointment to 2.2 days. Previous wait times have been as high as 11 days when a formal clinic structure was utilized. • Staff maintained case loads that allowed time for completion of documentation, time for lunch and self-care, as well as time to attend campus events.
Provide brief, solution-focused therapy to students as supported by national data of student usage of counseling centers.	<ul style="list-style-type: none"> • Solution-focused counseling allows the student/client to set goals for counseling and provides usable skills from the first session. • Average student attendance was 4.7 sessions. In previous years without session limits attendance averaged between 4.3 and 5.3 sessions per year.
Improve the diversity of staff and areas of training and expertise in provision of culturally effective services.	<ul style="list-style-type: none"> • Diversity in counseling identities was provided by interns and TimelyCare staff members. • Access to counseling was increased for students who may be reluctant to ask for help due to family views or cultural perceptions by offering fewer barriers to receiving help by creating quick access appointments that can be scheduled online, over the phone, or by walking in to the Center.
Maintain and expand partnerships with community providers in meeting the mental health needs of the campus community.	<ul style="list-style-type: none"> • TimelyCare provided the most useful referral source for SU Students while contributing to holistic care by sharing clinical notes with the Center staff. • Information about current community providers was compiled to provide updated resources for students who require care beyond what is available on campus.
Maintain high quality robust and competitive graduate training program.	<ul style="list-style-type: none"> • Feedback provided by interns was positive. • Interns contributed to an updated Intern Manual for the next academic year interns.

³ Contact the Associate Vice President for assistance in completing this section if needed.

Student Learning Outcomes
July 1, 2021 - June 30, 2022

What were your student learning outcomes for this past year? Did you conduct any assessment of those SLOs to see how you're doing? If so, complete this section.

Student Learning Outcomes	Mapped to University SLOs	Mapped to Division's SLOs	Evidence of Learning
<i>Example: Sophomores participating in the Sophomore Year seminar will be able to explain University policy for changing a major.</i>			<ul style="list-style-type: none"> ▪ 75% of participants were able to explain policy for changing a major as evident on post-evaluation compared to pre-test results.
<i>Example: 70% of seniors participating in the résumé development series will be able to identify at least four strategies for writing a successful résumé.</i>			<ul style="list-style-type: none"> ▪ 80% of participants were able to identify four strategies for writing a successful résumé as evident on written exit interview.
Students utilizing therapy services will be able to make progress towards their treatment goals.			<p>Students utilizing Counseling Center resources or TimelyCare reported satisfaction in the services.</p> <p>Therapeutic goals are too individualized and dependent on personal attributes to be a reliable measure of clinical competence, although personal progress is utilized individually with clients to increase insight.</p>
Services provided will improve student's overall academic performance.			Students responded to an item on the Satisfaction Survey that indicated the believe counseling was helpful with academic goals.
Telehealth therapy sessions will help students successfully manage their distress.			Students responded to the Center satisfaction survey and TimelyCare surveys indicating they feel telehealth therapy is helping manage distress.

Section VII: Strategic Plan-Related Goals (July 1, 2021 – June 30, 2022)⁴

The following goals are intended to be SMART goals. Each goal should be linked to measurable outcomes and is consistent with strategic priorities, Student Affairs' goals and expectations, and the University's strategic plan. Three to five goals are recommended but you may have more. Please use new University Strategic Plan 2020-2025 goals for this section.

Department Goal or Objective	Map to University Strategic Plan 2020-2025 Goals	Map to SA Strategic Goals (TBD)	Examples of Assessment Metrics that will be Used
Communicate the new structure and benefits to student clearly to the campus community.	Goal 1 Objective 1.2.1		Update services on the website; communicate with staff, faculty, parents, and students to clarify services.
Provide psychiatric services on the TimelyCare platform already utilized by many students.	Goal 1 Objective 1.2.5		Provide access to TimelyCare psychiatric services. Ended contract with individual psychiatrist.
Collaborate with campus partners to communicate directly with faculty to increase appropriate referral of students to counseling and SU Cares services.	Goal 1 Objective 1.4.2		Update faculty members on services, provide consultation as appropriate, and continue to educate them on best practices for referral to mental health counseling.
Continue outreach campaigns to educate the campus about how to effectively seek help at the counseling center, police department, or SU Cares/CARE team.	Goal 1 Objective 1.4.2		Continue use of bathroom posters, Mental Health Toolbelt handout, and add the QPR Suicide Prevention training to resources provided to campus.
Develop a Counseling Center Advisory Council to further define student needs and perceptions to inform future structure and programming.	Goal 1 Objective 1.2.2		Meet regularly with students to provide education about mental health services and incorporate suggestions when appropriate.
Provide information about community resources, TimelyCare, and hire diverse interns to provide more opportunities for students to access support from diverse counselors.	Goal 2 Objective 2.1		Utilize satisfaction surveys to measure student response to services.
Educate the campus on suicide prevention measures using the QPR curriculum.	Goal 1 Objective 1.2.1		Start with HRL to train student and professional staff to utilize QPR skills.

⁴ Contact the Associate Vice President for assistance in completing this section if needed.

Appendix A: Counseling Center Statistics

	Counseling Center					
Academic Year	Students Served	Appointments Attended	No Show Rate	Average Sessions per Student	Psychiatric care Students/visits	Wait Time for First Appointment Average
22-23	313	1491	10%	4.7*	16\81	2.2
21-22	170	736	13%	4.3		4.48
20-21	367	1820	14%	4.9		5.99
19-20	585	2914	14%	4.9		6.17
18-19	677	3382	14%	4.9		11.3
17-18	572	3056	14%	5.3		8.92

TimelyCare						
Students Served	Appointments Attended	TalkNow	Scheduled Visits	Average Sessions per Student	Enrollment	Annualized Utilization
219	691	152	519	3.15**	453	10%
442	764	143	621	1.8**	886	17%

TOTAL STUDENTS SERVED	
Academic Year	
22-23	532
21-22	612****
20-21	367
19-20	585
18-19	677
17-18	572

NOTES

* The new structure implemented for AY 22-23 included a "brief therapy model" in which students were notified during their initial brief session that the counseling center model allowed for 5-6 sessions. Students who required extensive or specialized therapy were beyond the scope of services given the staff, resources, and expertise of the clinicians. The soft limit on sessions was set and conveyed to student to help set appropriate expectations for engagement in therapy. The number of sessions chosen as the target limit reflects years of data on student counseling usage at SU and other higher education institutions which shows an average number of sessions attended to be around 4 or 5. Data obtained after the brief model was formally adopted shows no difference in average attendance at session.

** Students are allowed up to 12 telehealth counseling sessions per year (August 1 – July 31) Some students completed 12 sessions and a couple students were given the opportunity to go beyond 12 sessions based on need. The statistic isn't the most helpful comparison because it doesn't differentiate between students who called once for the TalkNow quick access support and the students who scheduled counseling. However, it's clear that our campus utilization of the TimelyCare services is very limited (10% annualized utilization) and individual students who utilize TimelyCare do not routinely attend anywhere near 12 sessions.

*** Wait times numbers do not provide an equal comparison to past years due to significant service structure changes. All previous academic years utilized an INTAKE appointment as the first appointment. The shift to a new structure in AY 22-23 created a BRIEF NEEDS ASSESSMENT appointment that provided quick access to a brief initial meeting with a clinician for students on a walk-in or scheduled basis. Not all Brief Needs Assessment appointments resulted in an intake appointment and students referred for intake were scheduled for the first appropriate appointment. **The important factor in utilizing the new structure is to note that students were seen more quickly than in past years allowing quick disposition of cases to reduce escalation of concerns.** The new structure created much quicker access to counseling for all students, at any time of the academic year, to meet with a clinician without the need to wait for an appointment or complete extensive forms. For AY 22-23 students attended **89 Brief Needs Assessment appointments and 41 had zero wait time**. There were two outliers who waited 11 and 13 days for a Brief Needs Assessment and those outliers occurred because students scheduled before they were on campus or continued to reschedule their own appointment.

**** The data from TimelyCare include the number of students who attended scheduled counseling and a separate number of students who contacted TalkNow. The combined number probably includes counting students twice if they contacted both scheduled counseling and TalkNow.

Appendix B: Counseling Center Scope of Services (2023)



SCOPE OF SERVICE

The Salisbury University Counseling Center strives to meet as many of our students' mental health needs as possible, ensuring equitable access to support for all enrolled students. As professionals in the field of collegiate mental health, our clinical staff is committed to offering every student the best treatment option for their needs. We reserve the right to determine which students will receive treatment through our services and which students will be referred to other resources that might better meet their needs. All such clinical decisions ultimately rest within our professional discretion. Assistance is provided, as requested or needed, to help students secure referral options outside of our Center.

The Counseling Center utilizes a brief-therapy model to help students resolve or effectively manage a specific concern or achieve a desired change in support of their mental health goals. Due to the high demand for our services, the Counseling Center operates according to a short-term treatment model in which the student and the clinician collaboratively identify and address the student's primary concerns. Consistent with the national average at university counseling centers, students typically average 3-5 sessions during a course of individual counseling. In addition to brief therapy, the Counseling Center offers walk-in appointments and one-time sessions that allow students access to counseling services to explore their needs and receive information about care options in the community and on campus.

The Counseling Center offers a wide variety of on-campus programming including education and support groups, educational programming and events, and consultative support for staff and faculty. Please check the website at Salisbury.edu/Counseling to learn more about our current services.

Common presenting concerns that we address include:

- Generalized and social anxiety
- Mild to moderate depression
- Relationship issues (romantic relationship difficulties, roommate problems, family issues, loneliness, anger, guilt)
- Academic concerns (performance anxiety, perfectionism, underachievement, low motivation)
- Developmental issues (adjustment to college, life transitions, spiritual concerns, identity development (including transgender affirming counseling))

- Low self-esteem and self-confidence
- Grief and loss
- Body image and mild to moderate eating and exercise concerns
- Uncomplicated trauma (i.e. trauma confined to a single traumatic incident in adulthood)
- Completion of mandated assessments from campus partners who have set up an agreement with the Counseling Center Director to provide such services

Issues commonly referred to service providers outside of the Counseling Center:

- A desire or apparent need to receive treatment more than once a week or for multiple semesters
- Absence of requisite coping mechanisms to manage reactions to normal daily stressors in appropriate ways
- Presence of multiple and/or chronic issues that significantly impact mental or emotional functioning
- Inability or unwillingness to provide necessary information, to identify appropriate short-term treatment goals, and/or to comply with treatment recommendations
- Psychotic symptoms
- Presence of an ongoing treatment relationship with another mental health provider
- Treatment initiated to fulfill an academic/class requirement
- Students who need specialized services **NOT** available through the Counseling Center as indicated by:
 - Presence of a significant or long-standing eating disorder
 - Presence of significant drug and/or alcohol problems
 - Requests for assessment and medication to address issues of attention/focus and hyperactivity
 - Requests for psychological evaluation to assess for the presence of learning disorders, to grant housing accommodations (e.g. single room, emotional support animal), or for the purpose of employment clearance or other nonacademic purpose
 - Services to fulfill requirements for pre-adjudication and/or court-mandated mental health treatment or assessment
- Students who exhibit inappropriate, harassing, menacing, threatening, and/or violent behaviors toward Counseling Center staff

Students who are experiencing a mental health crisis may call the Counseling Center to request a Crisis Appointment. Chronic suicidality and/or self-injury behaviors; history of repeated suicide attempts and/or hospitalizations require a higher level of care than is available from the Counseling Center. Students may utilize Counseling Center services for safety while obtaining higher level care from appropriate providers off campus.

In addition to on-campus services, Salisbury University offers all students access to online counseling and psychiatric services through a contract with TimelyCare, LLC. Students may access TimelyCare's virtual 24/7 counseling services from any location.