



Student Counseling Services
A Health and Wellbeing Program, Office for Student Affairs

Annual Report

2016-2017 Academic Year

Prepared by: Glenn Hirsch, Ph.D., Director

All photographs in this annual report are taken from the University of Minnesota Photo Library and contain general images of U of Minnesota students

From the Director



Glenn Hirsch, Ph.D., L.P.

Student Counseling Services (SCS) promotes student success by offering individual and group counseling, workshops and classes addressing mental health and life concerns, learning and academic skills challenges and career/major uncertainty. The 2016-2017 academic year was another year of strong accomplishment for SCS.

For the 2016-2017 Academic Year, SCS:

- Provided 6675 individual counseling sessions serving to 1667 students. 59% of students reported symptom improvement, 34% of those students reporting full recovery. Of students who presented with suicidal thinking, 67% reported decrease or elimination of suicidal thinking. 75% reported counseling having a positive impact on life as a student.
- Offered 48 counseling groups serving 266 students. Participants averaged a response of 4.6 on a five-point scale (where 1 = Strongly Disagree and 5 = Strongly Agree) on whether group participation supporting student success.
- Offered learning skill support to 689 students through the Student Academic Support Services program. Student Mean Ratings of Teaching Across 6 instructor behaviors averaged 5.64 (0.0 = Strongly Disagree to 6.0 = Strongly Agree). Pre-post measures show academic skills gains at class completion.

- Provided support through the Community Response Team to 187 community members impacted by student deaths
- Trained 12 psychology graduate students who performed over 3,000 hours of direct service to students.

These service statistics make me very proud of our organization and how our staff supports the academic mission of the University. But I believe it is the statements students make to us that truly demonstrates the human impact of our work.

“When I feel hopeless now I can manage it instead of feeling paralyzed and lost. I have strategies to help me cope instead of winging it.” Counseling Client

“Her teaching style nurtured my growth... she actually would contribute to my learning through thoughtful responses, detailed course prep, good/fair grading, emails, good coaching.” LAsK Class Student

“When I finished a meeting I always felt like I had something that I could do to help myself during the week. I liked that we considered my progress towards my overall goal.” Counseling Client

“{My LAsK instructor} reached out to me when she thought I was struggling and offered help.” LAsK Class Student

“Thank you SCS for providing this essential device for people like me that are in need of support.”

The 2017-2018 academic year promises new service innovations including expansion of short-term skill-building groups, continued development of interactive online study skill tutorials, and staffing of a new Diversity Liaison Counselor position whose focus will be in reaching out to historically underserved/ underrepresented student communities. These new initiatives reflect our commitment to continual organizational improvement and responsiveness to student needs and the greater University of Minnesota community.

A handwritten signature in black ink, appearing to be a stylized name, possibly 'J. H. S.', written in a cursive style.

INDIVIDUAL COUNSELING
CAREER *ACADEMIC SKILLS
PERSONAL CONCERNS*CRISIS

The goal of the SCS counseling program is to facilitate academic effectiveness and personal development by helping students address academic, relationship, personal and career concerns. Individual counseling uses a brief, focused model to help students identify areas for improvement, set goals for change, and achieve these goals within a specific time period.

“My counselor was very empathetic and understanding of my situation, and was able to offer realistic solutions and tips.” Client

Service Provided

Number of students served **1667**

Number of individual counseling sessions given **6675**

Most Frequent presenting concerns

- **Depression**
- **Anxiety**
- **Concerns about relationships**
- **Feeling overwhelmed**
- **Lack of self-confidence**

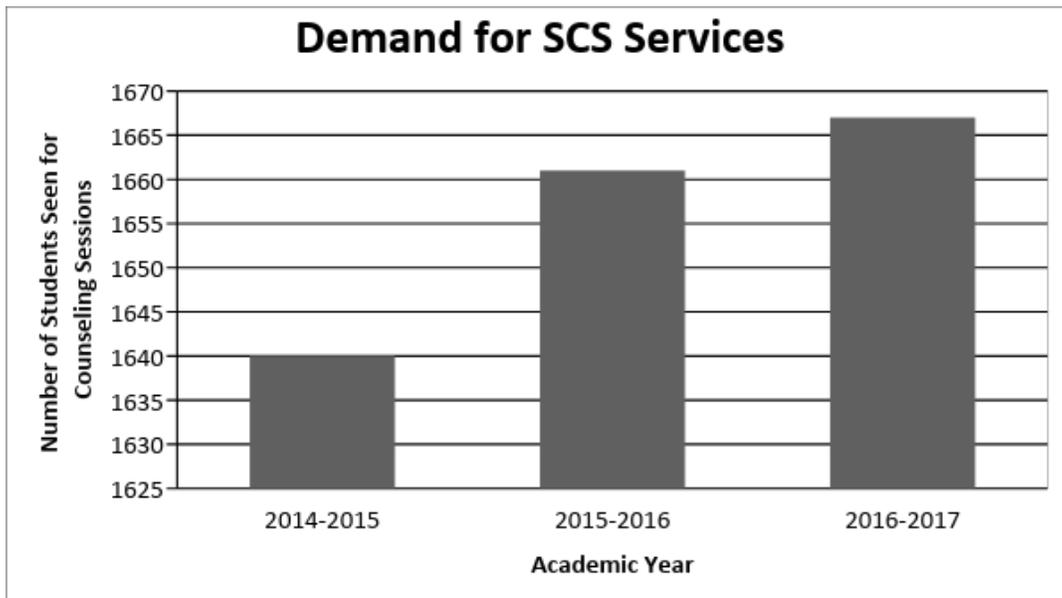
“My counselor helped me transition to college and set goals every week for things to work on. She helped me to understand that self-care is healthy rather than selfish. She helped me to process the wide range of emotions I was feeling and to organize my thoughts.” Client

Number of students seen for immediate crisis counseling **396**

Most frequent presenting concerns for crisis counseling

- **Suicidal thoughts**
- **Severe anxiety**
- **Health crisis**
- **Crime victim, e.g., assault, robbery**
- **Family or relationship crisis**
- **Serious academic difficulty**

INDIVIDUAL COUNSELING



Students Served

Percent of counseling clients reporting an ethnic or cultural heritage other than European-American **35%**

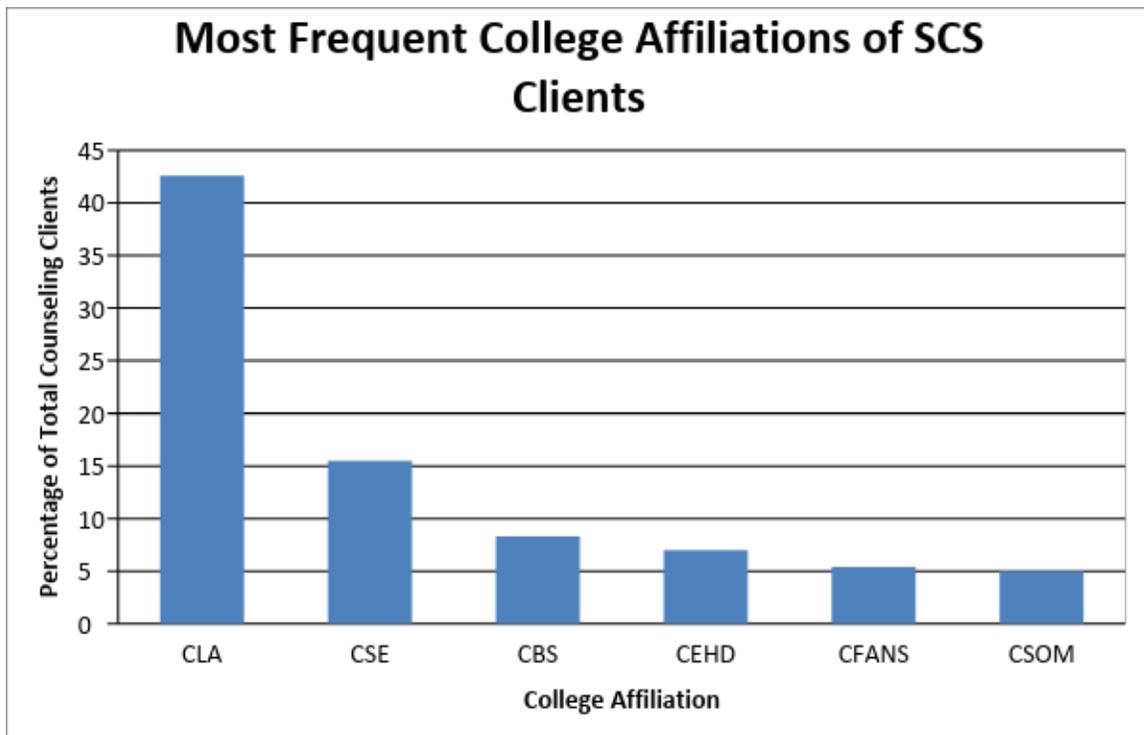
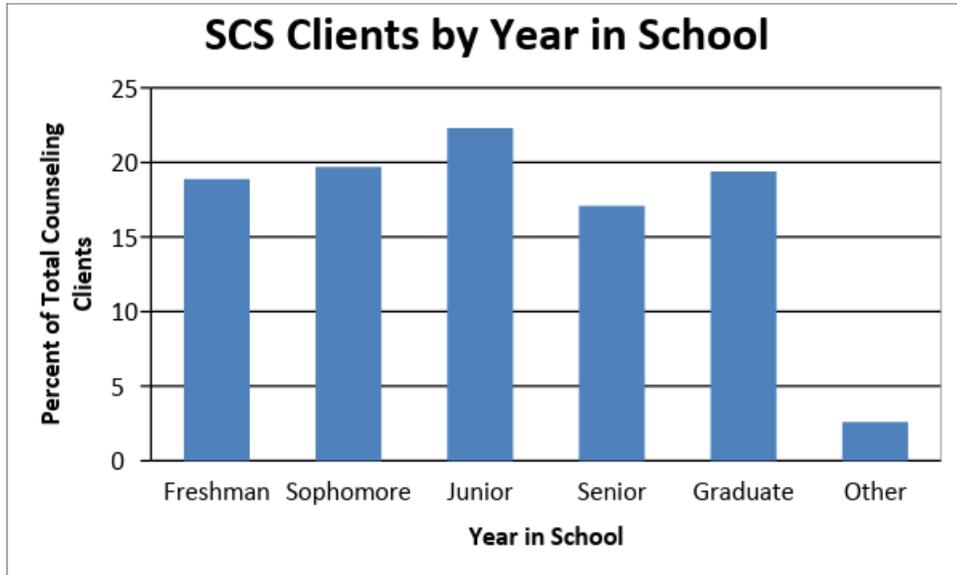
Percent of counseling clients identifying themselves as international students (47 countries represented) **11%**

Number of different University colleges and academic program affiliations across counseling clients. **20**

“My counselor validated my feelings, asked probing questions, and provided a safe space where I could go outside my comfort zone.”
Client

“My counselor listened to me, supported me, reminded me to take care of myself, and was the voice reason telling me that I needed to relax my grip on some things in my life and lighten my load.” ***Client***

INDIVIDUAL COUNSELING



INDIVIDUAL COUNSELING

Student Evaluation of Service—Individual Counseling

Students responding to questions on a Client Opinion Survey expressed a high degree of client satisfaction with SCS services and positive effects of counseling on student life:

- 87% reported achieving some or all of their counseling goals
- 85% reported relations with others improved a lot or some
- 55% reported grades improved a lot or some
- 84% reported a positive impact on confidence or self-esteem
- 75% reported a positive impact on life as a student
- 64% reported a positive impact on academic work
- 23% reported a positive impact on plans to continue enrollment at the U
- 96% reported having a very favorable or favorable appraisal of SCS
- 80% reported working exceptionally well or very well with their counselors

“My counselor cared about what I had to say and provided me with insights about my thought processes.” Client

Students reported that their experience in counseling supported many of the Office for Student Affairs Student Learning Objectives:

Percent of surveyed students responding with *Strongly Agree* or *Agree* to the item “*My counseling experience has helped me to ...*”

- Make appropriate decisions and accept the consequences of my actions 67%
- Know when to collaborate and seek help and when to act on my own 56%
- Manage my energy and attention to achieve specific outcomes 76%
- Know my personal strengths and challenges and acknowledge my shortcomings 77%
- Recover and learn from setbacks and disappointments 79%
- Recognize the value of interacting with individuals with backgrounds and perspectives different from my own 44%
- Perform in complicated environments where clear cut answers or standard operating procedures are absent 58%

“I really appreciate my counselor fully listening to me and trying to understand what’s going on in my head. It’s really nice to be able to talk to someone who listens.” Client

INDIVIDUAL COUNSELING

St. Paul Office Service Delivery Summary

Total Group and Individual Appointments:

- Students served- 145
- Appointment hours attended- 628

Walk-In/Crisis Appointments:

- Students served- 11 (mix of active clients in crisis and new clients seen for first time on WICC)
- Appointments provided- 12

Group Appointments:

- Student served- 17
- Sessions held- 34
- Taking Charge group run successfully once each semester/ group filled to capacity Spring 2017

Appointment Type:

- Personal counseling- 62.3%
- Academic counseling- 2.4%
- Career counseling- 1.9%
- Initial consultations- 39.3% of clients seen
 - o 57 clients seen in FY17 were new or returning to SCS after break from counseling

Outreach Provided:

- Completed requests- 16 (3 more than previous fiscal year)
- Examples:
 - o Recurring (annual) classroom presentations on mental health and wellness, stress management, academic skills
 - o Presence at CFANS student orientation events
 - o Vet Med training/outreach wellness and stress resiliency workshop for students
- Majors:
 - o Vet/Med = 15%
 - o CFANS = 28%
 - o CLA = 14%
 - o CEHD = 10%
 - o Design = 5%
 - o Biological Sciences = 12%
 - o Science/Engineering = 7%

GROUP COUNSELING

Counseling groups offer unique opportunities to increase self-awareness, try out new behaviors, and receive support from peers. Group counseling can be particularly beneficial for students who feel isolated, depressed or anxious, or who are concerned about how they relate to other people. The following information in this Annual Report includes a breakdown of groups services provision, as well as outcome and evaluation data provided by students involved in our groups.

TABLE 1

<u>Comparative Summary of Group Services 2010-2017</u>							
	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
Number of groups and workshops held	30	25	33	40	50	47	48
Number of group participants	151	127	110	199	260	284	266
Number of student contact hours	1915	1368	1246	1280	2012	1807	1678

Service Provided

Number of groups and workshops conducted:	48
Number of group/workshop sessions:	381
Number of students who participated in groups/workshops:	266
Student contact hours in groups/workshops:	1678

GROUP COUNSELING

Type of Group: 2-Year Comparison

	<i># of clients</i>		<i>% of clients</i>		<i># of sessions</i>	
	15-16	16-17	15-16	16-17	15-16	16-17
Counseling	48	55	16.9%	20.7%	70	87
Support	66	59	23.2%	22.2%	138	116
Dissertation	27	25	9.5%	9.4%	64	64
Psycho-educational	159	137	56%	51.5%	129	114

Symptom Outcome

Taking Charge When Emotions Overwhelm

Measure used: Difficulties in Emotion Regulation Scale – Short Form (DERS-SF)¹

Number of students who completed measure (Pre and Post): 30

Score range: 38-74; higher scores reflect greater difficulty with emotion regulation
Average pre-score: 59.65

Average post-score: 45.29

Average change score: 14.35 in direction of improved emotion regulation

Student Evaluation of Service--Groups

Participants evaluated SCS groups very positively again this year. The most frequent rating (mode) given to each of the items below was a '5', Strongly Agree. Table 2 represents the modal and mean ratings for these items. A rating of '4' signified agreement with an item.

GROUP COUNSELING

TABLE 2

Participant Evaluation Ratings Across All 2016-2017 SCS Groups

Five-point scale ranging from 1, 'Strongly Disagree' to 5, 'Strongly Agree'

Item	Mode	Mean
Participating in this group...	(Most frequent rating)	(Arithmetical Average)
Has been a worthwhile experience	5	4.85
Contributed to my greater comfort at the University	5	4.57
Directly or indirectly helped me to be more successful as a student	5	4.45
Enabled me to cope better with stressful situations	5	4.37

1. Kaufman, E. A., Xia, M., Fosco, G., Yaptangco, M., Skidmore, C. R., & Crowell, S. E. (2015). The difficulties in emotion regulation scale short form (DERS-SF): Validation and replication in adolescent and adult samples. *Journal of Psychopathology and Behavioral Assessment*, doi:10.1007/s10862-015-9529-3

GROUP COUNSELING

TABLE 3
Participant Evaluation Ratings for 2015-2016 SCS Counseling Groups
4=Agree 5=Strongly Agree

Item	Mode	Mean
Participating in this group...	(Most frequent rating)	(Arithmetical Average)
Has been a worthwhile experience	5	4.86
Contributed to my greater comfort at the University	5	4.37
Directly or indirectly helped me to be more successful as a student	5	4.18
Enabled me to cope better with stressful situations	5	4.53

Counseling Groups

- Participants in counseling groups gave high ratings of their overall experience.
- They also agreed or strongly agreed with variables that, while not the focus of our counseling groups, are likely contributors to retention at the university (e.g., greater comfort, contributed to academic success)
- We added to our identity-specific programming to better meet the need of marginalized students on campus by starting a process group for Queer-identified students: Understanding Self and Others for Queer and Questioning Students (QSO). This group started successfully in the Spring 2017 semester, with plans to continue at full capacity over the Summer semester.

GROUP COUNSELING

TABLE 4

Participant Evaluation Ratings for 2015-2016 SCS Support Groups

4=Agree 5=Strongly Agree

Item	Mode	Mean
Participating in this group...	(Most frequent rating)	(Arithmetical Average)
Has been a worthwhile experience	5	4.79
Contributed to my greater comfort at the University	5	4.75
Directly or indirectly helped me to be more successful as a student	5	4.68
Enabled me to cope better with stressful situations	5	4.62

Support Groups

- The *Grief Support Group* continues to be a necessary service for students, with growing demand. We continued with a second section of Grief Group for Fall and Spring semesters.
- Our *Dissertation/Thesis Support* groups continue to be active; all 3 Dissertation/Thesis support groups ran successfully for the duration of the academic year.
- We continue to collaborate with The Aurora Center to offer *Sexual Assault Survivor* groups and the *Healing After Relationship Trauma (HART)* group throughout the year.
- Chia-Chen Tu continues to collaborate with International Student Scholar Services and offered the *Cross Cultural Discussion Group* both Fall and Spring semesters.

GROUP COUNSELING

TABLE 5

Participant Evaluation Ratings for 2015-2016 SCS Psychoeducational Groups

4=Agree 5=Strongly Agree

Item	Mode	Mean
Participating in this group...	(Most frequent rating)	(Arithmetical Average)
Has been a worthwhile experience	5	4.9
Contributed to my greater comfort at the University	5	4.61
Directly or indirectly helped me to be more successful as a student	5	4.52
Enabled me to cope better with stressful situations	5	4.59

Psychoeducational Workshops

- We added a *Coping with Stress & Anxiety* group for students struggling with symptoms of anxiety. The group successfully filled and ran both Fall and Spring semesters.
- To increase mid-semester group options, we again offered 2 sections of *Taking Charge: When Emotions Overwhelm* each semester, and also added a "Round 2" option to two additional workshops during the Spring semester: *Coping with Sadness & Depression*, and *Coping with Stress & Anxiety*. These additions brought us from 1 to 3 mid-semester group offerings, allowing increased access to services during busier times in the semester for our most common presenting concerns.

- We continued to offer our stress management workshop, *Feel Better Fast*, for students with a need for increased coping and stress management skills. This continues to serve as our most flexible “drop-in” group, allowing students to join at any point in the semester, further supplementing our mid-semester service options.

Accomplishments in 2016-2017

- Addition of *Coping with Stress & Anxiety* group to better meet specific mental health needs of student body.
- Addition of Understanding Self and Others for Queer & Questioning Students (QSO) to better meet needs of Queer-identified students on campus.
- Addition of mid-semester “Round 2” sections of two psycho-educational groups that focus on students’ most common presenting concerns: *Coping with Sadness & Depression*, and *Coping with Stress & Anxiety*, resulting in increased access to services during high-demand times of the academic year.
- In reflecting greater emphasis on groups services at SCS, we increased the groups training requirement for pre-doctoral interns to co-facilitating a minimum of *two* groups each semester.

Case Management

Case Management Statistics from academic year '16-'17

- Case mgmt appointments: 246 scheduled appointments (174 attended) with 180 unique clients (9% increase in number of students served from prior year)
- Case mgmt personal follow-up with students: 230
- Case mgmt consults with staff (SCS, greater U of M, other universities): 130
- Qualitative feedback from student emails

I really really appreciate what you do. All this stuff is really daunting. I can't express how nice it is meeting with someone who's very understanding about addressing specific needs, knows their stuff, and can translate it into clarity so that I feel like I'm still making a decision. Thank you again.

I was able to set up an appointment with Grace for tomorrow morning. She was very helpful and called me back that same day we left her a voicemail. Thank you for all of your help Molly!

Thank you so much for all of your help and I will definitely contact you if anything comes up or if I feel like I need to meet with you again, because it really helped to talk with you.

Hi Molly, I appreciate the time you spent with me this morning. I'm sure some of these resources will be helpful so I am very grateful for them. I will keep in touch with you and let you know if I need any additional help. Thanks a ton!

Thank you so much – this was immensely helpful!

Thanks so much for following up with me...and for your help with my insurance the other day and for the resources you've provided.

Student Academic Success Services (SASS)

A. SASS Overview

The **Student Academic Success Services** office (SASS), offers assistance to students who want to achieve their academic goals in more efficient and effective ways. Students use SASS services to develop strategies for studying, reading, writing and test-taking, as well as to improve on issues that sabotage performance such as time management, academic anxiety and procrastination. Specific services include courses (**LASk 1001** for general mastery approaches; and **LASk 1102** for students on academic probation, and **LASk 1101** for student seeking mid-semester support), individual assistance, and workshops. The SASS website also offers more than 100 self-help handouts & information on academic success Consultation with faculty and staff, and requests for workshops to classes, groups & organizations are also available.

B. LASk Courses

1001: Mastering Skills for College Success

This 2-credit class teaches students means to more effective study, how to think critically, ways to successfully manage time and stress, strategies to help comprehend textbook material, approaches to preparing for exams, and strategies for increasing academic and personal self-awareness.

LASk 1102: Academic Success

This 2-credit class helps students who are at risk academically build a plan for success. Students receive weekly instruction as well as the opportunity to meet with and discuss ideas with other students who are facing similar challenges.

LASk 1101: Academic Refresher

This 1-credit course is a term-B, mid-semester course that offers assistance over the 2nd half of the semester to students experiencing academic concerns. Similar to LASk 1102, students receive weekly instruction and the opportunity to consult with students facing similar challenges.

STUDENT ACADEMIC SUCCESS SERVICES

Course Enrollment

	Fall 2016	Spring 2017	Total
LASk 1001 (2 credits)	177	104	281
LASk 1102 (2 credits)	41	30	71
LASk 1101(1 credit)	14	14	28
Total	232	148	380

Student Mean Ratings of Teaching*

	Instruct or well prepared	Subject matter presented clearly	Feedback was offered for improved performance	Respect/Concern for students	Gained deeper understanding of subject	Increased interest in the subject
Fall 2016 (n=202)	5.81	5.86	5.75	5.94	5.42	5.07
Spring 2017 (n=103)	5.74	5.73	5.71	5.88	5.53	5.25

*Ratings are based on a scale of **0.0** (*Strongly Disagree*) to **6.0** (*Strongly Agree*)

Sample Qualitative Comments from Students

“What did the instructor do that most help your learning?”

- “She seems to really care about her students.”
- “Helpful to keep students on track with school while having a social life.”
- “Brought in a lot of examples and tools to help improve.”
- “She did a great job making her content understandable and fairly entertaining for learners. I would recommend the class to a friend and have taken much away from it as a result of her efforts.”
- “Lots of discussion time, which is not boring, and it motivated me to learn from each other.”

STUDENT ACADEMIC SUCCESS SERVICES

- “We took the VARK assessment which helped me understand my skillset better.”
- “Her teaching style nurtured my growth... she actually would contribute to my learning through thoughtful responses, detailed course prep, good/fair grading, emails, good coaching.”
- “I understood what was expected of me on the exams as well as which content I should focus on studying.”
- “She reached out to me when she thought I was struggling and offered help.”
- “Took time to meet with me outside of class regarding problems I was having.”
- “Helped me discover ways to improve academically.”

“What suggestions do you have for improving the course?”

- “The order in which some material was taught could be useful in a different way.” - Fall 2016
 - Instructor staff created new curriculum for Spring 2017 to address this
- “Bring more focus on the LASSI, we are paying for it and it would be nice to cover it more than twice or three times.”

C. Individualized Academic Skills Coaching appointments

Academic Skills Coaching appointments are provided by SASS instructors who specialize in academic and study skills improvement. Students can access these services at any point to assist them in developing skills, learning new study strategies, and improving performance.

Term	Students	Sessions
Fall, 2016	137	262
Spring, 2017	166	318
Total	303	580

STUDENT ACADEMIC SUCCESS SERVICES

D. Academic Skills Assessment Package (ASAP)

In the spring semester, 2014, SASS staff developed the Academic Skills Assessment Package (ASAP). The package was created for students who would benefit from more formal assessment and individual attention on a range of skills, attitudes, and practices with demonstrated connection to academic success at the college level.

Term	Students	Sessions
Fall, 2016	1	3
Spring, 2017	5	11
Total	6	14

E. Effective U Website

Student Academic Success Services (SASS) is partnering with the SMART Learning Commons and U Libraries staff to create an interactive web page called “Effective U”.

The webpage launched with four academic modules in Spring 2017. Students are able to select from the following modules to learn more about ways to be an effective learner while studying at the University of Minnesota:

- Manage Your Time
- Take Effective Notes
- Manage Your Stress
- Test Like an Ace

<http://effectiveu.umn.edu/>

F. Campus Outreach

SASS staff provided outreach and/or collaborative services with the following campus offices and organizations in 2016-2017:

- Welcome Week Interest Session (OFYP)
- President’s Emerging Scholars Conference
- Nature of Life Program (CBS)
- OSA Mini Conference
- International Student and Scholar Services (ISSS) Global Gopher week
- New International Student Seminar: Succeeding at the U
- CBS Dean Scholars Study Skills Presentation
- Second Wind Conference Presentation

STUDENT ACADEMIC SUCCESS SERVICES

Total Staff Outreach Hours	Number of Students
35	400+

G. Student Outcomes

All students enrolled in LASK 1001: Mastering Academic Skills and LASK 1102: Academic Skills are assigned to take the Learning and Study Strategies Inventory (LASSI). Students take the first inventory at the start of the semester and again following all course instruction. Reports of the raw test scores were run to measure average difference scores. Data were analyzed to determine whether significant change had occurred.

Main Findings

All students enrolled in LASK 1001 and LASK 1102 were required to complete the LASSI within the first two weeks of their respective course, and again within the final two weeks of their respective course.

264 students completed the both the initial LASSI and the second inventory at the end of the semester (what percentage of all students). Departmental goal was for students to increase their scores by at least 25%.

Scores were compiled and added together to find the mean score:

- LASSI 1st Administration: 251.23
- LASSI 2nd Administration: 283.79
- Percentage Gain: 12.96%

Findings show that students gained knowledge around study skills in both LASK 1001 and 1102, but we did not meet the average increase of 25%. A number of factors could explain not meeting the goal: 1) The post-test is due during the final week of classes when students are rushed with coursework; 2) Students have a lot due the final week of the semester and could have spent less dedicated time to the follow-up assessment; or 3) Students completed the assessment at a time when they were not most alert. The SASS staff will work to encourage students to carve out time for post-tests and emphasize the assessment more strongly in the 2017-2018 academic year.

PROFESSIONAL PSYCHOLOGY TRAINING PROGRAM

Trainee Evaluation of Training

“ I thoroughly enjoyed my internship experience this year. All of my goals before starting at SCS have been met and I am grateful to have the opportunity to work with such supportive, collaborative, encouraging staff. I feel prepared to enter the field of psychology as an early career psychologist after interning at SCS and will miss working with college aged students and the awesome staff. Thank you very much for everything the staff has done to aid in my development. - Intern

“This year has been transformative beyond measure both personally and professionally. I was so impressed by the SCS Practicum training program, it is clear that it has been developed to support the trainees from the beginning to end. Thank you so very much- Practicum Student

Psychology Interns were asked to use a 3-point scale (3=Strongly Agree 2=Agree and 1=Disagree) to rate 26 positive statements about their internship experience (Example: *My personal counseling skills were enhanced.*) *Note, only 3 of 4 evaluations were completed.

<i>Mean response across all items for all interns at year end</i>	3
<i>Mean response for questions about the internship enhancing skill development</i>	2.6
<i>Mean response for questions about internship supporting professional development</i>	3
<i>Mean response for questions about intern satisfaction with SCS Staff and Systems</i>	3
<i>Mean response for questions about intern satisfaction with Training Opportunities</i>	2.6

“More than anything, I want to communicate the honor and privilege of completing my internship at SCS this year. This was the perfect match and where I was meant to be.” - Intern

PROFESSIONAL PSYCHOLOGY TRAINING PROGRAM

Advanced Practicum Students were asked to use a 3-point scale (3=Strongly Agree 2=Agree and 1=Disagree) to rate 24 positive statements about their training experience (Example: *My personal counseling skills were enhanced*).

<i>Mean response across all items for all Advanced Practicum students at year end</i>	2.7
<i>Mean response for questions about the program enhancing skill development</i>	2.4
<i>Mean response for questions about the structure of the Advanced Practicum program</i>	2.7
<i>Mean response for questions about evaluation opportunities</i>	2.7
<i>Mean responses for questions regarding integration into SCS</i>	2.8

“Live supervision was an amazing experience. I feel like it really enhanced my growth as a counselor. It was the perfect scaffold. Now, as I head off to new sites, I feel really ready because of this experience.” - Practicum Student

Practicum Students were also asked to use a 3-point scale (3=Strongly Agree 2=Agree and 1=Disagree) to rate 17 positive statements about their training experience (Example: *My personal counseling skills were enhanced*).

<i>Mean response across all items for all Practicum students at year end</i>	2.8
<i>Mean response for questions about the program enhancing skill development</i>	2.7
<i>Mean response for questions about the structure of the Practicum program</i>	3
<i>Mean response for questions about seminar (planning)</i>	2.8
<i>Mean response for questions about evaluation opportunities</i>	3
<i>Mean responses for questions regarding integration into SCS</i>	2.8

PROFESSIONAL PSYCHOLOGY TRAINING PROGRAM

Additional Information

- Intern Professional Development: One intern completed their dissertation prior to attending internship, with the remaining three finishing before the end of internship. All four graduated by the end of internship and all four obtained positions that began after internship ended. All four interns continued in a postdoctoral position (3 locally, one out of state).
- We matched with 4 interns on match day, all within our top ten list of candidates. We received 68 applications for internship.

Outreach Program

SCS Outreach 2016-2017

The SCS Outreach Program serves the UMN campus community by spreading information about SCS and other mental health services available at the U through resource fairs, classroom presentations, and partnership with other campus departments and student groups. The program highly involves SCS trainees in staffing such events, engaging them in professional development and consideration of non-traditional service delivery (e.g., prevention and educational programming, community involvement, etc.). Outreach services are provided through tabling services at resource fairs, workshops and presentations, panel discussions, liaison relationships with campus partners, committee work, and counselor presence at important campus and cultural events.

Summary of Services

Service Type	# of Appointments	Hours	People Served
Consultation	144	173.9	961
Presence	56	93.3	3,638
Presentation	67	99.7	2,577

University Offices/Groups Served

Active Minds	Law School
Alcohol Policy and Abuse Prevention Committee	Medical School
The Aurora Center	Mental Health Awareness Day
Boynton Health Services	Multicultural Center for Academic Excellence
Center for Academic Planning & Exploration	OED Equal Opportunity & Affirmative Action
Center for Allied Health Programs	OED Women's Center
College of Education and Human Development	Office for Fraternity/Sorority Life
College of Food, Agricultural and Natural Resource Sciences	OSA Career and Internship Services
College of Liberal Arts	OSA Parent Program

College of Pharmacy	OSA Student Conflict Resolution Center
College of Veterinary Medicine	OSA Vice Provost Central Office
Committee on Undergraduate Education	PES/TRIO
Disability Resource Center	Provost's Committee on Mental Health
Gender and Sexuality Center	RecWell
GPS International Student & Scholar Services	School of Nursing
Housing and Residential Life	Other Non-U of M organizations and colleges