

Mission

The Mission of Counseling and Psychological Services (CAPS) is to advance student success by promoting emotional wellness and psychological development via culturally competent, high quality, and confidential mental health services, prevention and educational programming, campus wide consultation, crisis response, and outreach. Our staff and trainees are committed to providing a safe, welcoming, and affirming environment for all students.

Vision

Counseling and Psychological Services (CAPS) is a trusted, visible, wide-ranging university counseling center that continually strives to enhance the mental health and overall wellbeing of our students and the greater campus community.

Core Values

Inclusion and Equity, Integrity, Collaboration, Education, Connectedness and Support, Social Justice and Diversity, and High Quality Service

Staff

Director: Sara Byczek, PhD, LP

Assistant Director and Outreach Coordinator: Charles Starkman, PsyD, LP

Group Coordinator: Lusine Hambarzumyan, M.S., M.A., LLP

Coordinator of Case Management: Jimmy Vuong, MSW, LMSW

Coordinator of Professional Development: Joanna Ransdell, MSW, LMSW

Coordinator of Student Multicultural Services: Carmen Bell, PsyD, LPC

Executive Assistant: Diane Blaga

Staff Changes

This academic year CAPS hired a new clinical position that would focus on supporting students of color. After an extensive search, Dr. Carmen Bell, a previous trainee at CAPS, was chosen as the best candidate. In addition, Dr. Charles Starkman's position was changed from outreach coordinator to Assistant Director to reflect the administrative tasks he took on during this academic year. Bernadette Trisko, the office manager of CAPS also retired in December of 2020. Her duties were given to Diane Blaga who is serving as the administrative assistant for the Dean of Students.

Clinical Services

CAPS provides a variety of clinical mental health services for registered University of Michigan-Dearborn students. This year, due to COVID, all services were conducted via telehealth. CAPS provides the following clinical services:

- Solution-focused individual counseling
- Group counseling
- Drop-in appointments for urgent and crisis issues (via Zoom)
- Case management
- Referrals for campus and community providers and psychiatric evaluations
- Educational online workshops (that are recorded and added to the University YouTube channel)

This year (July 1st, 2020- June 30th, 2021) CAPS saw a 25% increase in the total number of sessions conducted even with a decrease in the number of students seeking services (252 students). The average number of sessions per student increased to 11. Approximately 40% of students received 1-5 sessions, 19% received 6-10 sessions, and 26% received 11-20 sessions. The most common diagnoses were Generalized Anxiety Disorder, Adjustment Disorder with Anxiety and Depression, and Major Depressive Disorder. Of the 252 students who sought out therapy services, 202 of these requests were marked non-urgent, 44 semi-urgent and six urgent. The average wait time for an intake appointment was 4 days with a range from one day to 4 weeks.

This academic year 12 groups were offered for students including several interpersonal process groups, LGBTQ support group, International Student Support Group, Umoja Group, Grief Group, and a Skills ACT/DBT group. All of the groups were conducted remotely. Daily drop-in hours were also offered for students to assist with increasing the accessibility of mental health services as well as weekly Mindful Moments programming which was open to the entire campus and provided an opportunity to engage in relaxation and mindfulness practices.

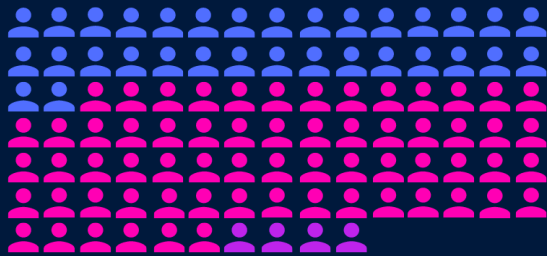
CAPS continued to provide outreach presentations and workshops, all of which were completed remotely and recorded. These recorded sessions were placed on the University's YouTube channel and advertised through the all-student email and several campus Facebook groups. This extended greatly the reach of CAPS with the videos being watched at a far greater rate than attended in person prior to COVID.

CAPS also extended its support to faculty by creating a faculty/staff crisis resource electronic "folder", a faculty guide for integrating mindfulness into the classroom with a video series of the recommendations, and offering to come into courses and provide presentations on mental health and resources available with partnership of the Mental Health and Wellness Peer Mentors and the Wellness Collaborative.

CAPS Clients

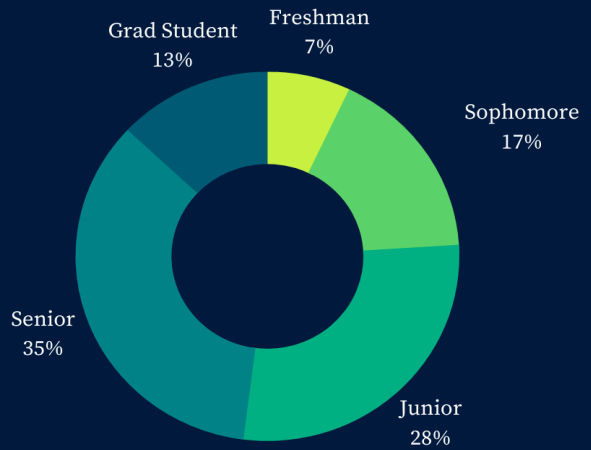
DEMOGRAPHICS

Gender

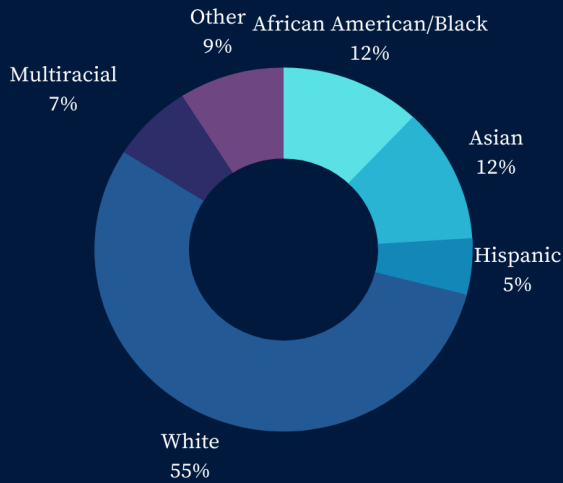


Male (32%) Female (64%)
Nonbinary or Transgender (4%)

Academic Year



Race

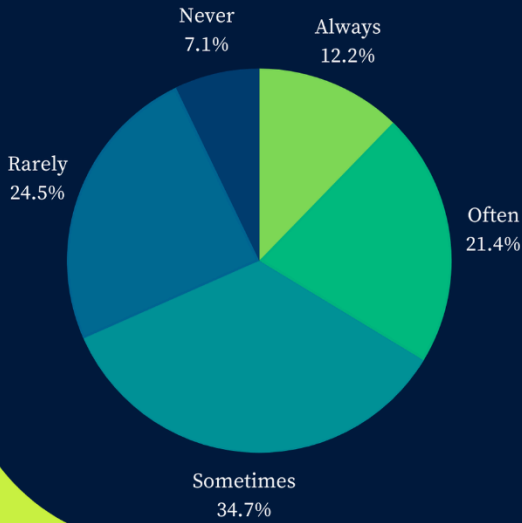


Sexual Orientation



DATA

Clients experiencing financial stress



33% of clients sought services related to COVID-19 impact



30% of clients are 1st generation students



26% of clients are transfer students



14% of clients are also registered with Disability and Accessibility Services

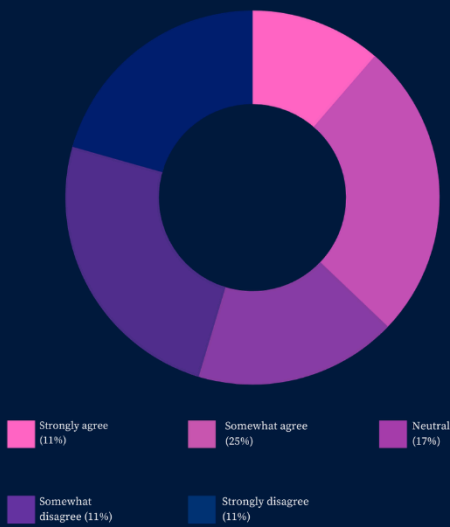


9% of clients are international students

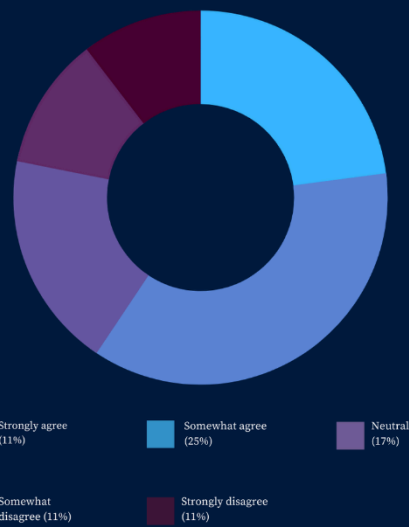


SUPPORT

Feels Supported by Family



Feels Supported Socially

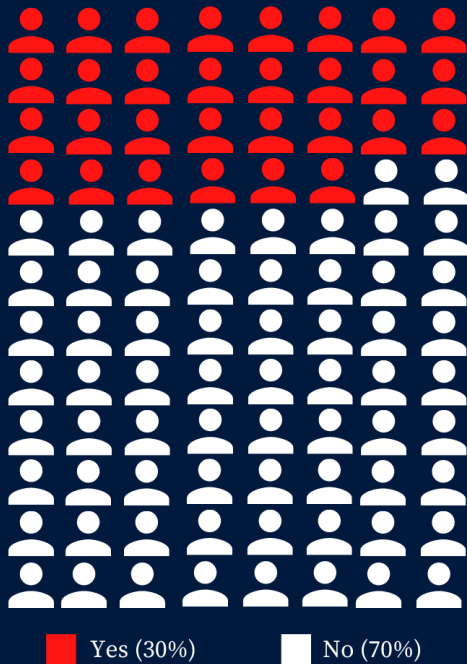


REPORTS

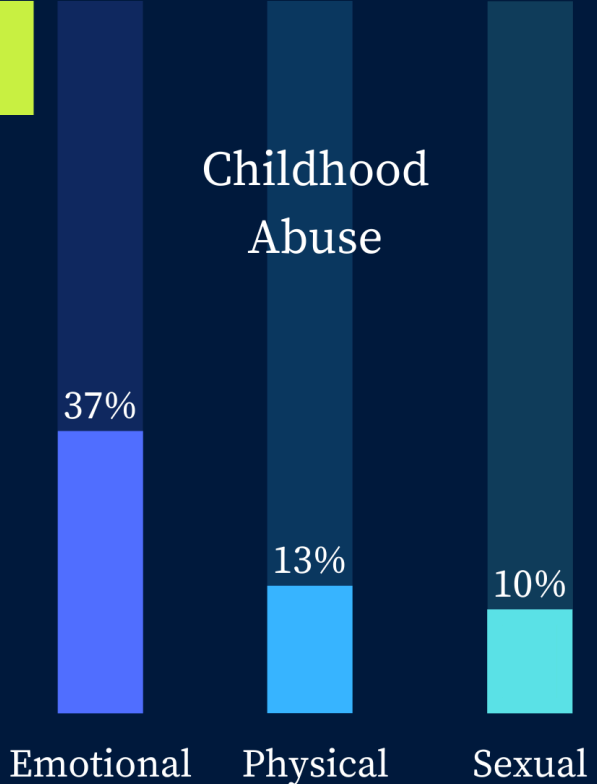
Have experienced harassment and/or abuse



Have had an unwanted sexual experience



Childhood Abuse



10% of clients received prior psychiatric hospitalization



29% of clients engaged in self injury at least once



35% of clients have considered suicide at least once



10% of clients have attempted suicide at least once



Training Programs

Counseling and Psychological Services has been a training site for doctoral and masters level psychology and counseling trainees for more than 15 years. The training program offered by CAPS is developmentally based. Trainees enter their experience at the office at different points in their graduate degree and therefore their experiences are individually tailored to meet their unique needs. The program trains all trainees in evidence-based practices and approaches. The center takes a social justice approach to working with clients and helps to work with trainees in developing their own multicultural competencies and lens while having the opportunity to work with a diverse student population.

Training is an important part of CAPS' identity. The experience of having graduate level trainees completing their practicums at the office not only provides more options of clinicians from various backgrounds for UM-Dearborn students, but enriches the experiences of CAPS staff who work with the trainees as well. This year we were able to offer six positions, one masters-level psychology student, two masters-level social work students and three doctoral level psychology students. Unfortunately, one of the masters-level social work students stepped down from the practicum in September due to family struggles, leaving CAPS with five trainees for the academic year. These graduate trainees came from three different universities and three different programs.

Psychology & Social Work Masters Training Program

Jordan Sieja (Eastern Michigan University) was the master's level psychology trainee. Christa Raicevich (University of Michigan Ann Arbor) was the master's level social work trainee. Master's-level practicum students are expected to carry a caseload of 6-8 individual clients, engage in outreach/program activities, participate in weekly individual and group supervision, attend weekly professional development seminars, engage as a liaison for a pre-identified area on campus, and assist in co-leading a therapy group. Graduate trainees liaised with the Office of Student Life, Center for Social Justice and Inclusion, and the Peer Mentor Program.

Master's-level trainees are assigned clients whose reported concerns are less severe in order to match their developmental level as a clinician, as this practicum is typically their first experience engaging as a therapist. The severity of the presenting concern does increase as the trainee gains more experience, skills and confidence. All graduate trainees are required to video record all their sessions and provide their individual supervisor with at least one hour of recordings each week to be reviewed. These two trainees provided 11% of all the clinical appointments for the Center this year.

Doctoral Training Program

Joelle Frangie, Joseph Kinel, and Rose Cook made up the cohort of Doctoral level psychology trainees, and all three attended Michigan School of Professional Psychology. Students in this practicum carry the same expectations as the masters-level trainees with the addition of providing clinical services to students presenting with significantly more distress and concerns.

The three doctoral level trainees provided 22% of all the clinical appointments for the Center this year.

The entire training program was conducted remotely this year which required clinical supervisors and staff to completely rethink how we provide high quality and ethical training opportunities. Changes we made included having senior staff scheduled as “clinical back up” during the times that trainees met with clients, increased individual supervision to 90 minutes a week, and the creation of the “trainee huddle” which was dedicated time each week for the trainees to meet with one another via Zoom.

Outreach

As mentioned, all services including outreach and workshops were conducted remotely this academic year. CAPS provided over 130 different outreach presentations during this time reaching over 2500 members of campus. Of these 130 outreach presentations, approximately half were topical workshops that were recorded and placed on the University’s Youtube channel. These workshops were viewed over 1300 times on Youtube.

In addition to these live presentations, CAPS created a Virtual Mental Health Care Package containing resources and tips that was sent to students via email from the Dean of Students and housed on the CAPS website, where many other additional self-care and coping resources are listed and updated weekly each semester.

Mental Health and Wellness Peer Mentor Program

The mission of the Mental Health and Wellness Peer Mentor Program is to provide support and education to UM-Dearborn students on mental health and wellness. This is accomplished by providing support groups for students and engaging in programs and workshops to reduce stigma associated with mental health and increase help-seeking behavior. The 2020-2021 academic year was the third year of the Mental Health and Wellness Peer Mentor program and the first year to be completed entirely online. This program was originally developed through a collaboration between CAPS and the office formerly known as the Office of Student Engagement and supported financially by the Women’s Resource Center, Athletics, Office of Student Success, Office of Student Engagement, and Career Services. The third year of the program was supported by the Division of Student Affairs including CAPS, the Office of Student Life, and the Center for Social Justice and Inclusion. This year’s cohort consisted of 8 students the first semester and 9 students the second semester including the new undergraduate CAPS intern.

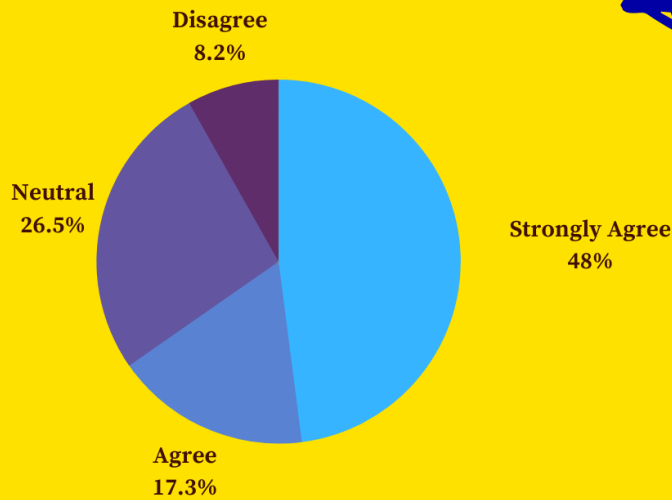
Due to the remote nature of this academic year, student support groups that are typically a main staple of the peer mentor program were difficult to achieve. Efforts instead were focused on the development of a weekly “Mental Health Monday” program where each week a different topic chosen by the peer mentors related to mental health and wellness was explored. These programs were streamed live via Zoom, but also recorded and later added to the University’s YouTube channel where they received over 250 views.

Satisfaction Survey

In June 2021, CAPS sent out a brief satisfaction survey to all students who completed the computer assessment to request counseling services this academic year. 63 students completed the survey that asked several Likert scale questions about their experience with CAPS and also provided open-ended space for any written feedback. Overall, students' experiences with CAPS were positive. One respondent stated "Overall I have had a really positive experience. I was really impressed with how easy it was to get an appointment because at my prior university it was very difficult." Another student stated "It gave me comfort. My counselor was always there to support me. For her, I was able to reach graduation. She has supported me throughout my journey. I am very much grateful for that." Suggestions that were provided for improvement highlighted the need for CAPS staff to make sure we are clarifying our roles and making sure students have seen the resources available on our website. For example, one student suggested it would be nice to be able to know the counselors' approach to therapy, which is described on our website already. Another student suggested that we diagnose mental health concerns, which is also something that CAPS already does.

ACADEMIC PROGRESS

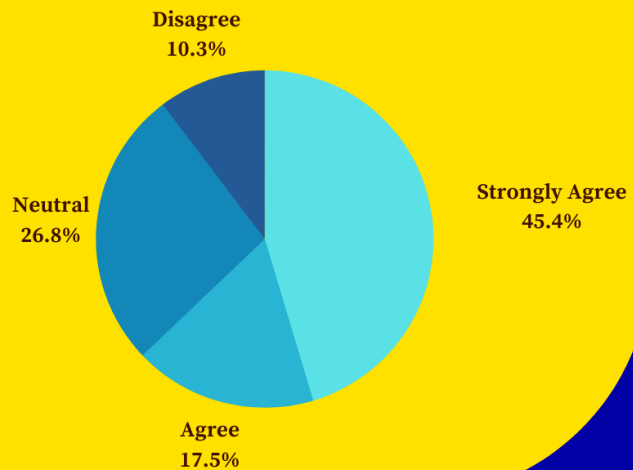
My Academic Performance Improved



70% of clients say they're more likely to continue their education at UM-Dearborn because of CAPS

92% percent of clients say their ability to deal with their problems has improved

CAPS Helped Me Make Decisions About My Academic Future



PROCESS

100% of clients felt that:



their first contact with CAPS was welcoming.



appointment and scheduling procedures were clearly communicated.

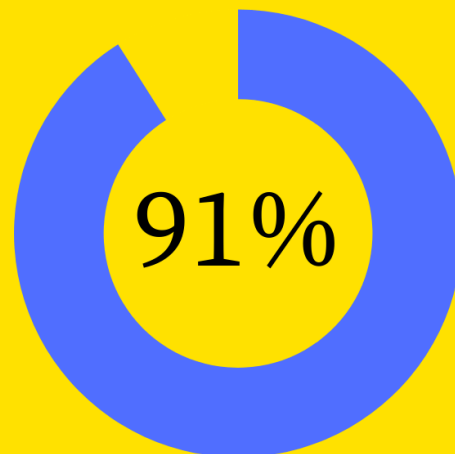


CAPS respected their privacy.



the intake process was professional and private.

91% of clients agreed that they were able to access CAPS services within business hours.



MY COUNSELOR...

Discussed my treatment options with me

83%
agreed

Assisted me in reaching my goals

89%
agreed

Treated me with dignity and respect

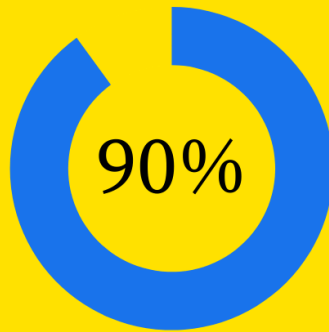
99%
agreed

Listened to and understood my problems

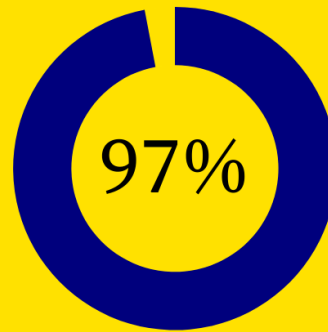
94%
agreed

Spoke to me using words I understand

99%
agreed



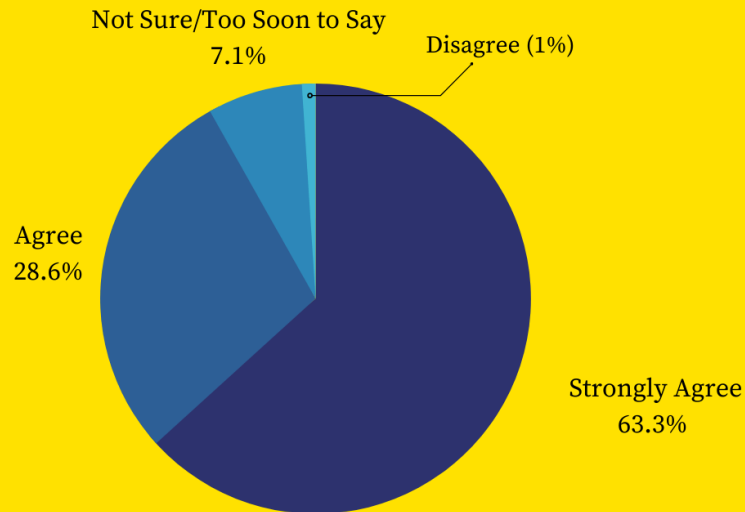
of clients say
they would
return to CAPS, if
needed



of clients say they
would recommend
CAPS services to
other students

PROGRESS

I helped develop my own treatment goals.



95% of clients felt safe sharing with their counselor.



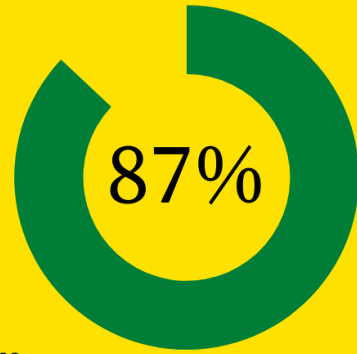
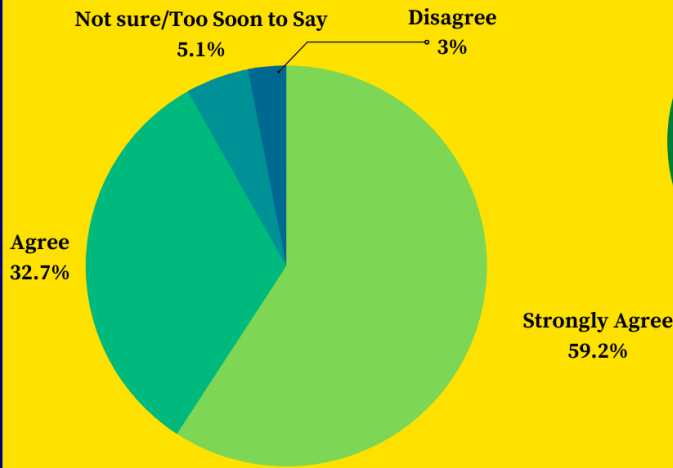
93% of clients felt the reason(s) they came to CAPS was/were addressed.

91% of clients say they're confident that they can apply what they've learned at CAPS



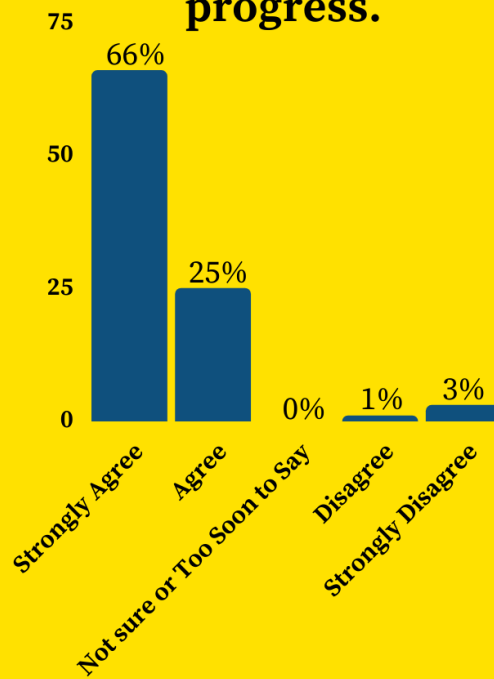
PROGRESS

I make better decisions.



87%
of clients agree that their treatment at CAPS has been successful.

I am satisfied with my progress.



47% of clients agree that they prefer telehealth appointments.

Healthy Minds Data

The Healthy Minds Survey (HMS) is an annual web-based survey study examining mental health, service utilization, and related issues among undergraduate and graduate students. Since its national launch in 2007, HMS has been fielded at over 180 colleges and universities, with over 200,000 survey respondents. The 2020-2021 year was the fourth consecutive year UM-Dearborn participated in the survey due to their participation in the JED Campus and Steve Fund programs. Over 1,200 students participated in the research this year. When comparing the data over the three years, there are little changes in the presenting concerns and struggles of the participants which is interesting considering that the data collection took place during the Winter 2021 semester while most courses were remote due to COVID. Key findings from this year, along with comparisons from previous years, are highlighted below.

UM-Dearborn Healthy Minds Data 2017-2021

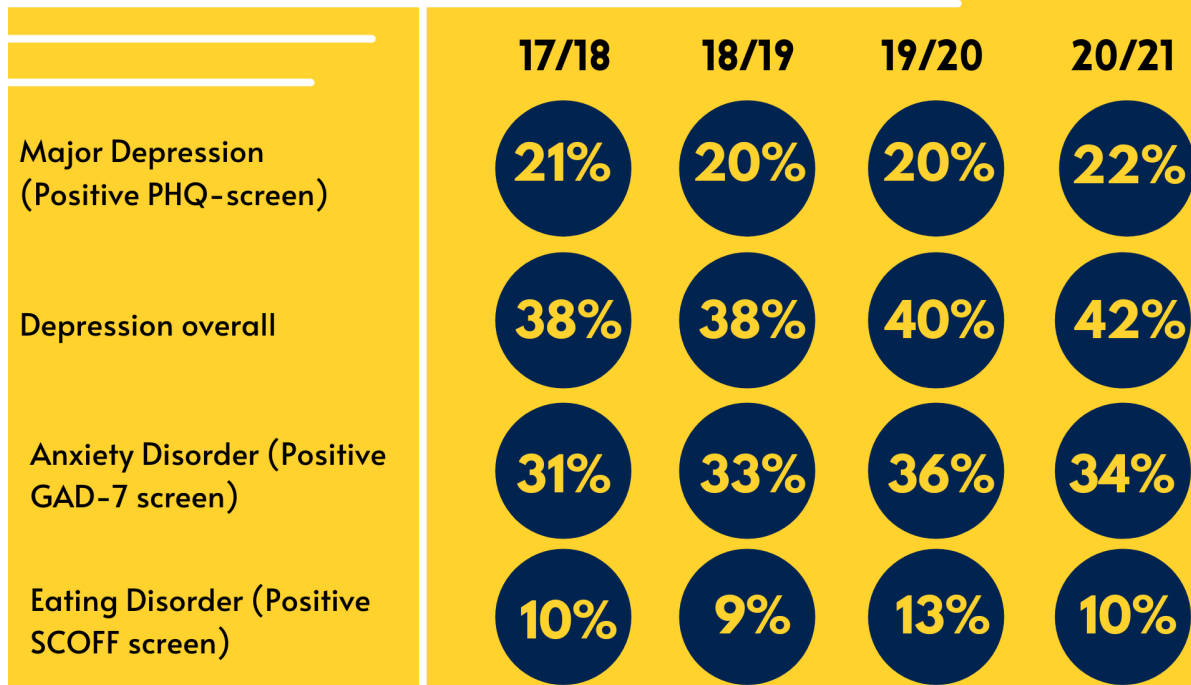
"Over the past two weeks, have you..."

	Had little interest or pleasure in doing things	Felt down, depressed, or hopeless	Felt tired, or had little energy	Felt nervous, anxious, or on edge
17/18	69%	66%	80%	70%
18/19	65%	68%	85%	75%
19/20	71%	69%	85%	77%
20/21	76%	70%	85%	76%

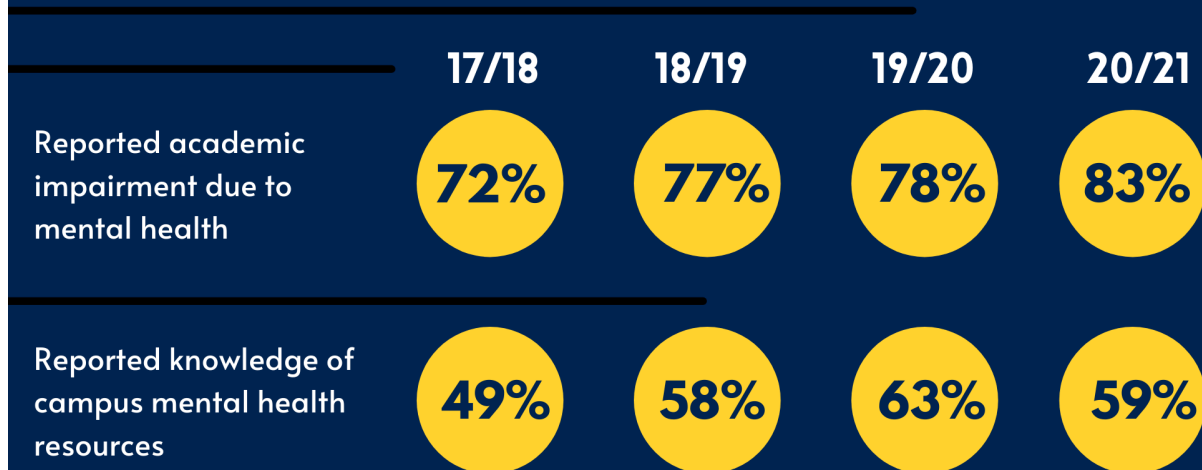
The amount of students below have reported...



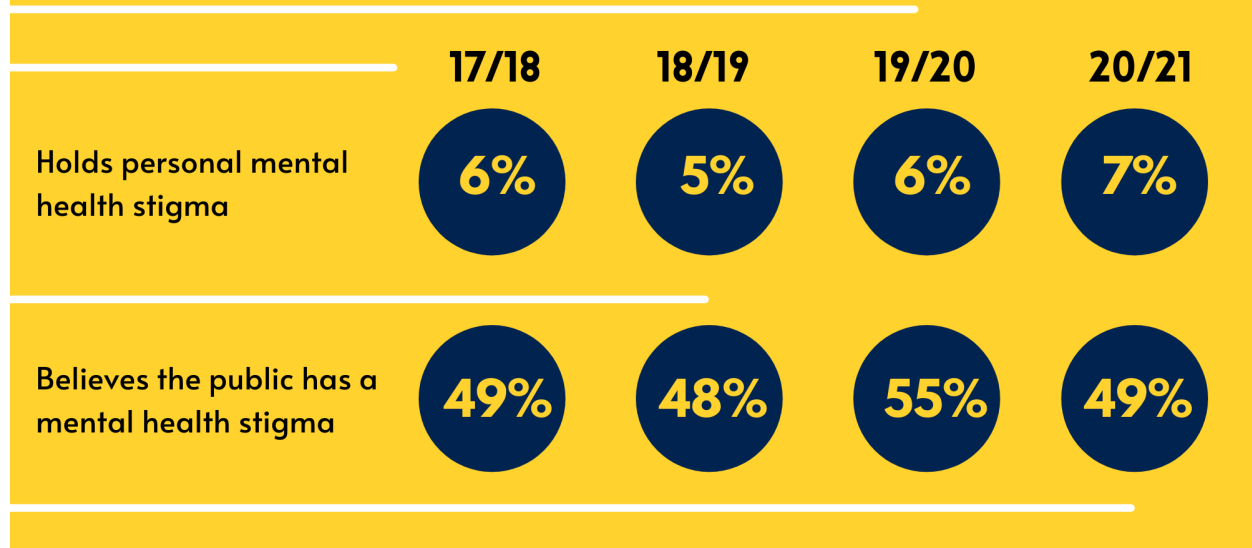
The following percentage of respondents screened positively for...



The following respondents reported their mental health-related academic difficulties, as well as knowledge of campus resources.



The following respondents reported their personal stigmas against mental health, then their beliefs about the public's stigmas against mental health.



Progress on Previous Goals

Goals set for this academic year included the following:

- **Increase in remote workshops and outreach that focus on the changing needs of the campus community.** As discussed above, over 130 outreaches/workshops were conducted remotely this past academic year with over half of these recorded and placed on the University's Youtube channel.
- **Increase use of social media platforms to increase awareness and reach of programming and services.** Although CAPS does not have social media accounts of its own, we were able to advertise our events and services through multiple social media group pages, all student weekly email and through several "Instagram takeovers" of the University's main Instagram account.
- **Creation and implementation of a commitment statement related to social justice and diversity.** This goal was met at the beginning of this academic year and worked on throughout the year. CAPS and DAS also implemented a weekly multicultural seminar that focused on staff development of issues related to diversity, equity, and inclusion.
- **Creation and implementation of online same-day clinical drop-in appointments.** Daily Zoom drop in appointments were implemented throughout the academic year where students could "drop in" and speak with a counselor without being an active client of CAPS.

- **Adaptation of training program while working remotely.** Several of the changes to the training program were discussed above which assisted in CAPS in providing a successful practicum experience while working entirely remote.
- **Creation of undergraduate psychology internship.** With support from UM-Dearborn's psychology internship course, CAPS was able to match with their first undergraduate intern in the Winter 2021 semester. This internship centered on involvement with the Mental Health and Wellness Peer Mentor Program and outreach programming and was overseen by the CAPS director in partnership with Dr. Starkman and his work with the International Office;s Conversation Circles Program.
- **Increase in tools and resources for faculty and staff to utilize to assist students struggling with their mental health.** As mentioned above, CAPS recognizes that faculty and staff are often some of the first individuals on campus to notice a student struggling with their mental health. Therefore, CAPS created several resources to assist faculty and staff with their work with students.

Future Goals

CAPS' goals for the next academic year center on the need to adapt the services we provide to the changing environment brought on by the COVID-19 pandemic.

- Develop methods for continued safe access to counseling services during the changing needs of COVID
- Develop protocols and processes for starting to provide assessment services for students
- Work to develop relationship with Beaumont Hospital to provide psychiatric services for students
- Development of advanced track for doctoral trainees related to training seminars