

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, and 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 Training Coordinator: Charles Starkman, PsyD, LP

Coordinator of Group Services: Lusine Hambardzumyan, M.S., M.A., LLP

Coordinator of Wellness Programming and Peer Education: Tracy Gallardo, LMSW

Coordinator of Athletic Services: El'Verson Mitchell, LLMSW

Administrative Assistant: Janet Vasquez

Staff Changes

During the 2023-2024, CAPS had three of its six clinicians leave in order to pursue private/group clinical practices. After extensive searches, all three positions were filled. Tracy Gallardo, LMSW began in September 2023, El'Verson Mitchell, LLMSW started in October 2023, and Maria Christoff, PhD, LP is scheduled to start in August 2024.

Clinical Services

CAPS provides a variety of clinical mental health services for registered University of Michigan-Dearborn students including:

- Solution-focused individual counseling
- Group counseling
- Couples counseling
- Crisis intervention

- Case management and referrals
- UHS psychiatry and medication management
- Psychological assessments
- Workshops and presentations

This year (July 1st, 2023- June 30th, 2024) CAPS scheduled over 4000 appointments with 380 students. The average number of sessions per student was 7.57. Approximately 52% of students received 1-5 sessions, 23% received 6-10 sessions, and 19% received 11-20 sessions. The most common diagnoses were Generalized Anxiety Disorder, Adjustment Disorder with Anxiety and Depression, and Major Depressive Disorder. Of the 380 students who sought out therapy services, 92% of these requests were marked non-urgent, 7% semi-urgent and 1% urgent. The average wait time for an intake appointment was 10 days from the time the student completed their assessment.

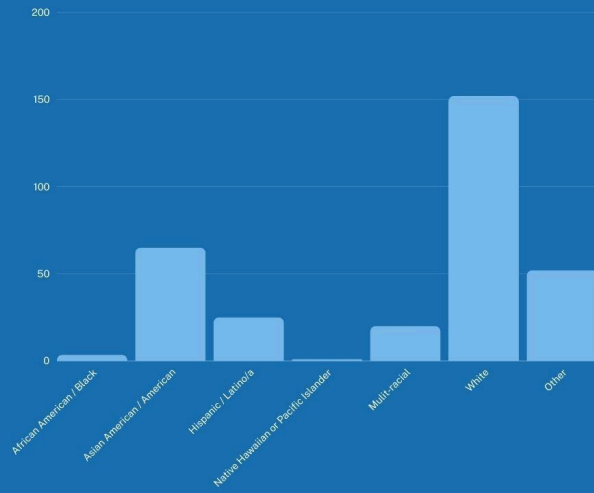
This academic year 12 groups were offered for students, including several interpersonal process groups, Umoja Group, Latinx Support Group, Athletes Support Group, and an ACT/DBT Skills group. All of the groups were conducted in person. Twenty three psychological assessments were completed this academic year totaling over 120 direct hours and 170 hours of report writing. Fourteen clients were referred to University Health Services for psychiatric medication consultation.



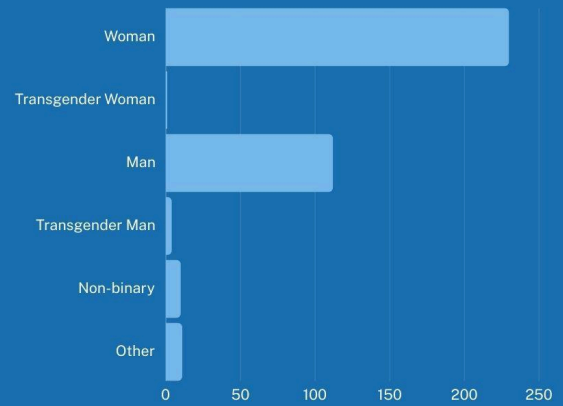
CAPS Clients

DEMOGRAPHICS

RACE/ETHNICITY

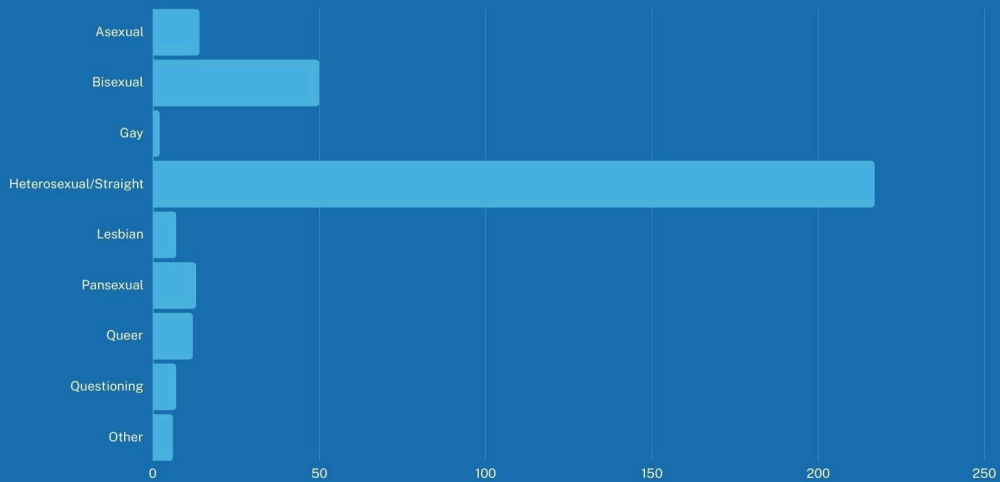


GENDER



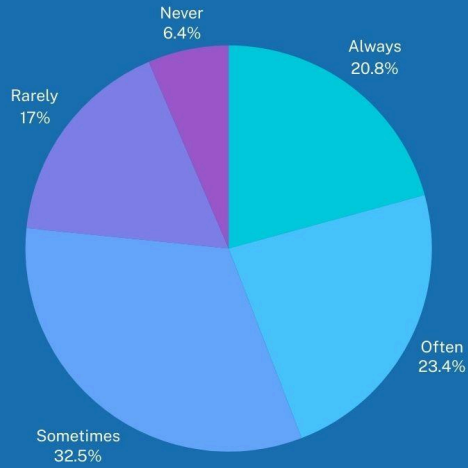
DEMOGRAPHICS

SEXUAL ORIENTATION



DATA

CLIENTS EXPERIENCING FINANCIAL STRESS



22.6% of clients work 20+ hours a week



30.7% of clients are first generation



44.6% of clients never experienced prior counseling



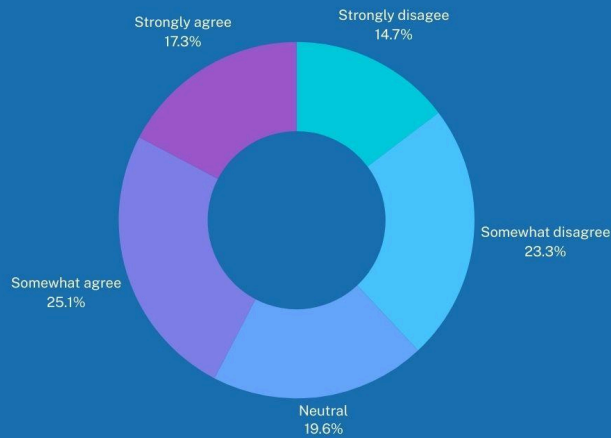
13.6% of clients are international students



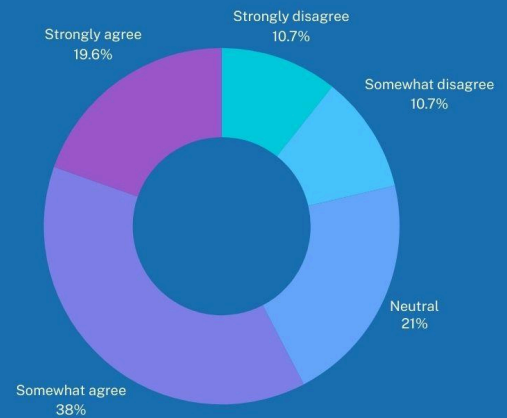
13% of clients are registered with Disability & Accessibility Services

SUPPORT

FEELS SUPPORTED BY FAMILY



FEELS SUPPORTED SOCIALLY



31.6% OF CLIENTS HAVE HAD AN UNWANTED SEXUAL EXPERIENCE



37.4% of clients have considered suicide



13.9% of clients have attempted suicide



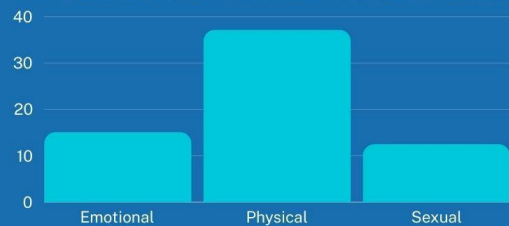
32.2% of clients have engaged in self injury

REPORTS



54% OF CLIENTS HAVE EXPERIENCED HARRASSMENT/ABUSE AT LEAST ONCE

PERCENTAGE OF CLIENTS THAT EXPERIENCED CHILDHOOD ABUSE



Training Programs

Counseling and Psychological Services has been a training site for doctoral and masters level psychology and counseling trainees for more than 20 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 practicum students 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 cultural sensitivity and a multicultural 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 five positions, one masters-level psychology student and four doctoral level psychology students. These graduate trainees came from two different universities and programs.

Psychology Masters Training Program

Ashwak Alshami (University of Detroit Mercy) was CAPS' master's level psychology 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. Ashwak liaised with the Office of Student Life. Due to the requirements of Ashwak's program she also provided psychological testing for referred clients.

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 sessions and provide their individual supervisor with at least one hour of recordings each week to be reviewed. Ashwak provided 4% of all the clinical appointments for the Center this year.

Doctoral Training Program

Alexa Resetar, Chris Bernardo, Natalya Zerka, and Tara Pope made up the cohort of doctoral level psychology trainees; all four attend Michigan School of Professional Psychology. Students in this practicum carry the same expectations as masters-level trainees with the addition of providing clinical services to students presenting with significantly more distress and concerns. The four doctoral level trainees provided 35% of all the clinical appointments for the Center this year and liaised with the Center for Social Justice and Inclusion, Office of Student Life, Wellness Programming, and Athletics. The doctoral trainees also conducted psychological testing, primarily ADHD assessments.

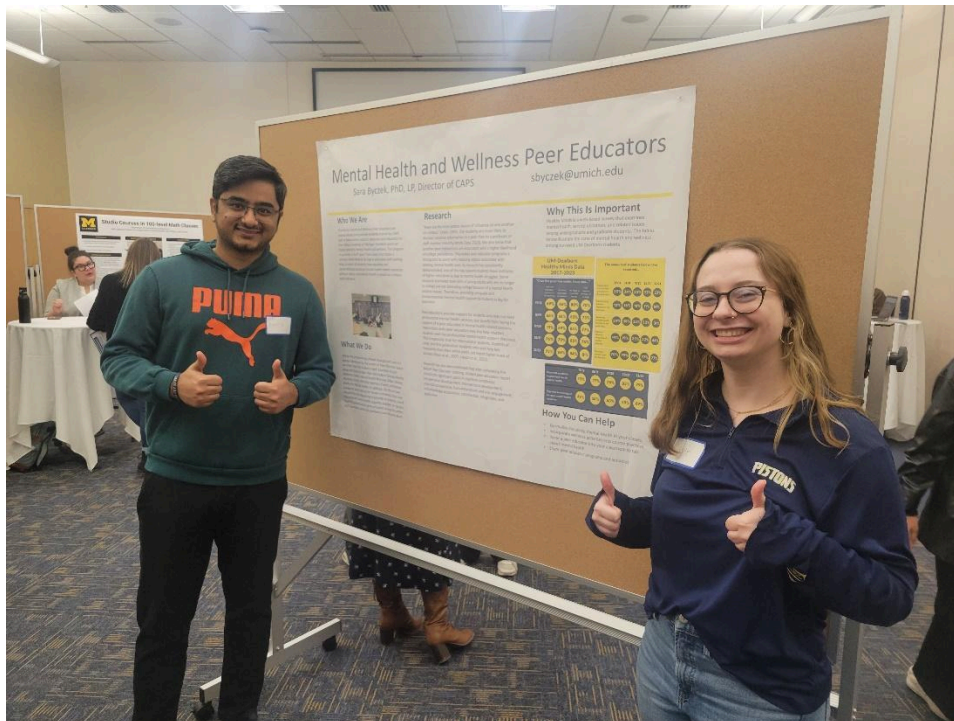


Outreach

CAPS provided over 75 different outreach presentations/events this year reaching over 2800 members of campus. Some highlights from this year include:

- Presenting at the Chancellor's Staff Recognition Awards, Moses' (CAPS' therapy dog) birthday party, development of a student focused training on supporting fellow peers mental health, poster presentation at student retention summit, and presentation to the tri-campus tech leaders on mental health and wellness.
- This winter semester the Mental Health and Wellness Peer Educators emailed faculty offering to come into their course and give a brief presentation on CAPS services and UM Dearborn mental health challenges (identified by the Healthy Minds data). A pre-recorded presentation was also offered. Almost 50 classroom presentations were completed during the semester.

In addition to in person outreach/presentations, CAPS continued its efforts towards reaching and supporting the campus community through electronic means. Information on CAPS was included in the Dean of Students' weekly campus-wide email and the weekly Wellness Wednesday emails that focus on wellness tips continued throughout the year. CAPS also created a monthly series for a physical board that focuses on different mental health topics this academic year.



Mental Health and Wellness Peer Educator Program

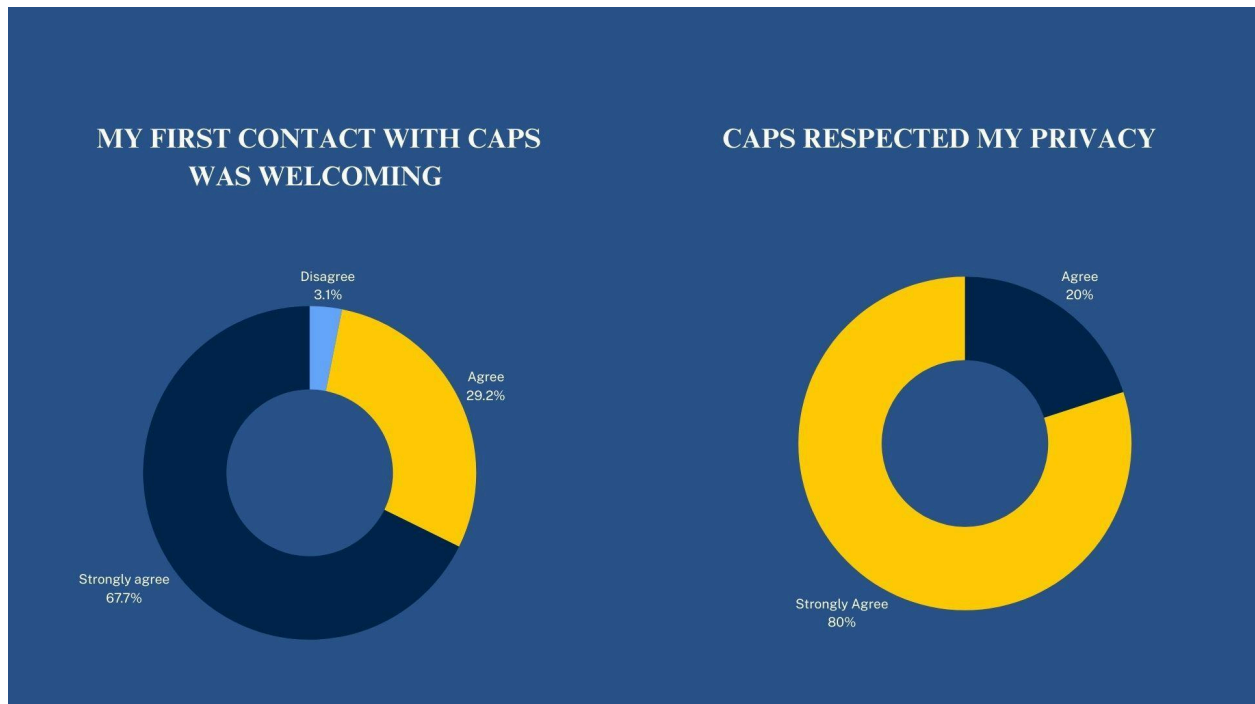
The mission of the Mental Health and Wellness Peer Educator Program is to provide support and education to UM-Dearborn students on mental health and wellness. The 2023-2024 academic year was the sixth year of the Mental Health and Wellness Peer Educator program. This year's cohort consisted of 10 students the first semester including 2 psychology undergraduate interns and 7 students the second semester.

In the fall semester, the peer educators hosted four weekly support groups for students, recorded weekly Mental Health Monday presentations to share on the University's youtube channel, and staffed twice a week Wellness Tables. In the winter semester, instead of support groups, peer educators decided to focus on classroom presentations to help students learn more about CAPS resources and general mental health. Due to their outreach, almost 50 classroom presentations were given during the semester. The partnership with the EIC and the planet blue ambassador program continued this year with several nature walks hosted throughout the fall, winter, and summer semester. Several of the wellness activities were also focused on sustainability with assistance from Grace Maves, the sustainability programs coordinator. An additional highlight this year was the peer educators' participation in the pilot of the Wolverines at Work Program where they were asked to complete several reflection activities connected to their work on campus. Towards the end of this program, the participants were asked to submit a more comprehensive reflective paper with several students than being chosen to create a digital storytelling video connected to their work. Two of the peer educators were chosen to create these stories and honored at an end of the semester recognition event.

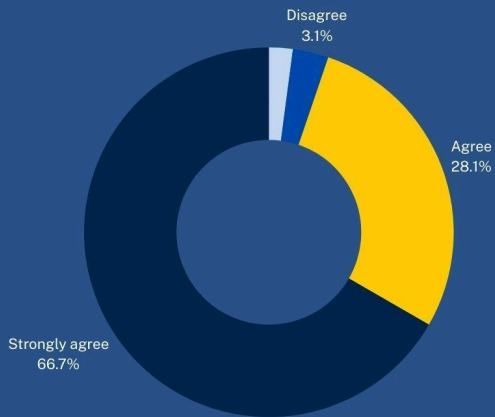


Satisfaction Survey

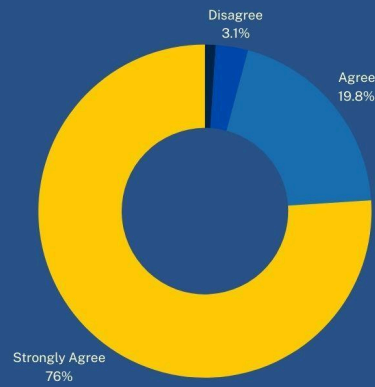
In July 2024, CAPS sent out a brief satisfaction survey to all students who completed the computer assessment to request counseling services this academic year. 98 students completed the survey that asked several Likert scale questions about their experience with CAPS and also provided open-ended space for any written feedback. Overall, students' experiences with CAPS were positive. One respondent described CAPS as "CAPS is such an amazing service because therapy can be expensive and hard to access but CAPS provides excellent care without any cost. It encourages people to seek help when they need it. My experience with CAPS has been so eye opening and it has provided me with a safe space to talk about my personal struggles. The counselors are so empathetic and really take the time to listen. I also like how it has a pathway for students to connect with a psychiatrist if medication is needed." Another student shared their experience with their clinician stating "My CAPS counselor was wonderful. She truly helped me through some of the most tumultuous times. I would highly recommend CAPS to any of my fellow students in need." Some suggestions for improvement included easier access to completing the assessment forms online and making sure expectations and process are more clearly communicated.



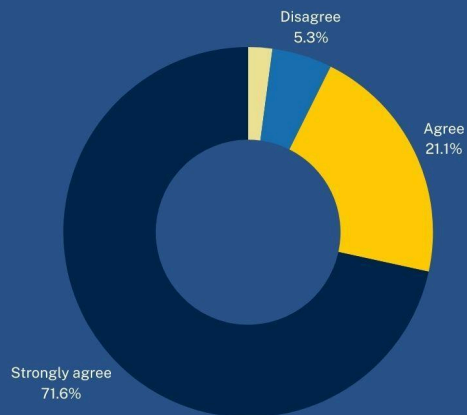
I FELT SAFE SHARING WITH MY COUNSELOR



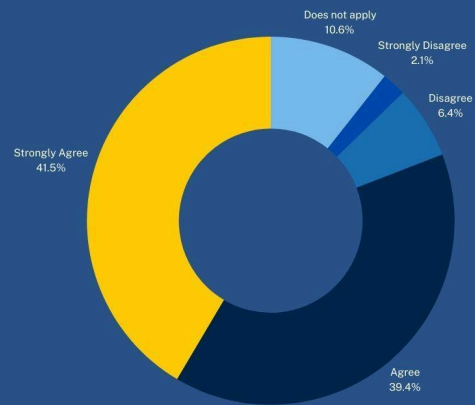
MY COUNSELOR TREATED ME WITH DIGNITY AND RESPECT



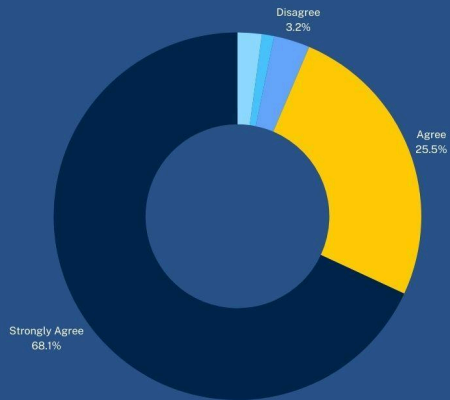
MY COUNSELOR LISTENED TO AND UNDERSTOOD MY CONCERNS



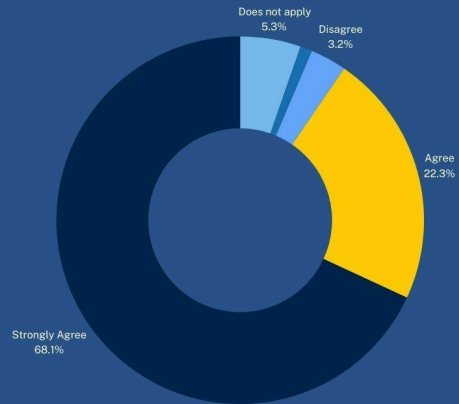
MY TREATMENT AT CAPS HAS BEEN SUCCESSFUL



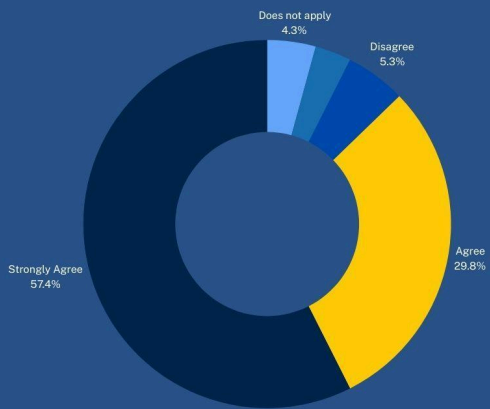
I WOULD RECOMMEND CAPS SERVICES TO OTHER STUDENTS



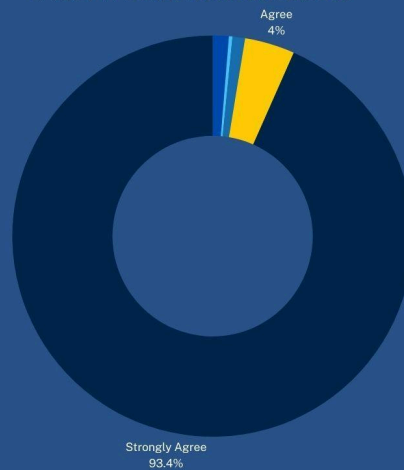
I WOULD RETURN TO CAPS IF NEEDED



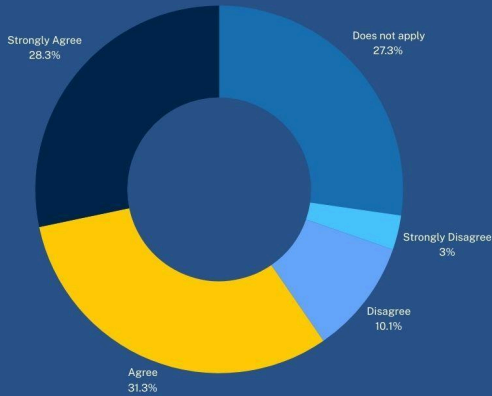
MY COUNSELOR ASSISTED ME IN REACHING MY GOALS



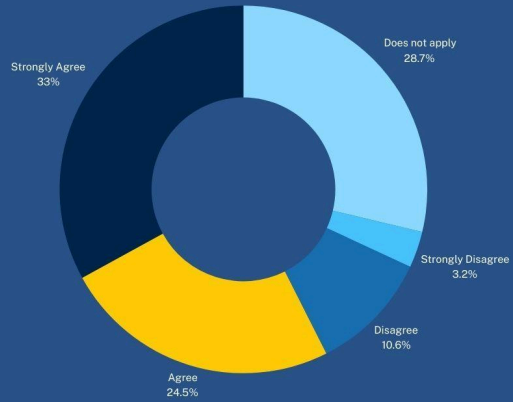
THE REASON(S) I CAME TO CAPS WAS/WERE ADDRESSED



MY ACADEMIC PERFORMANCE HAS IMPROVED

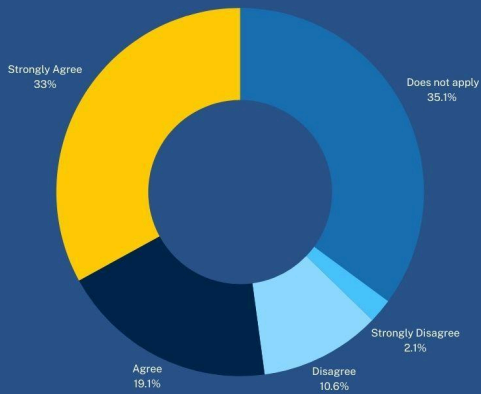


CAPS HAS HELPED ME MAKE DECISIONS ABOUT MY ACADEMIC FUTURE

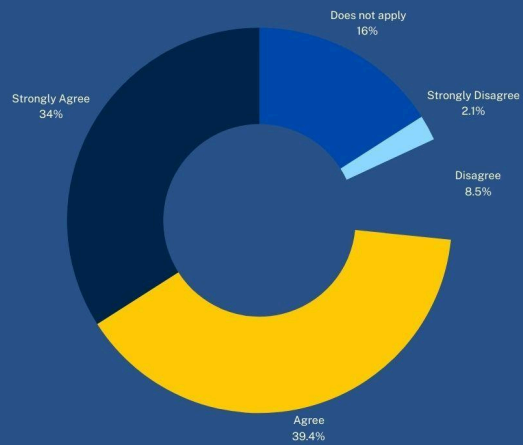


AGREE OR DISAGREE

I AM MORE LIKELY TO CONTINUE MY EDUCATION UM-DEARBORN AS A RESULT OF CAPS



I MAKE BETTER DECISIONS



Progress on Previous Goals

Goals set for this academic year included the following:

- **Start process for IACS accreditation** - Last year, IACS accreditation was identified to be a key goal that CAPS is working towards. Successfully obtaining IACS accreditation will enhance our status and strengthen our credibility within the university community. Accreditation ensures that CAPS is complying with best practices, providing the gold standard of mental health care to our clients, and can help with staff recruitment and securing budgetary requests in the future. Due to the cost of going through the formal process, CAPS modified their goal of applying for accreditation this year and instead focused on making sure that CAPS met the standards required for accreditation. CAPS Director and Assistant Director reviewed the standards and application for accreditation and updated any CAPS policy and practices that did not yet align. One example of this was the implementation of an annual clinical peer review process where clinicians are asked to review randomly assigned cases of their colleagues. This process was implemented to assist in better assuring that CAPS clinical work continues to meet the expected high standards.
- **Fine-tune utilization of the stepped care model**- As utilization of CAPS services continues to increase and with the addition of several new CAPS clinicians, we embarked in a review process of our stepped care model to better clarify the multitude of services we offer. CAPS team worked together to create an internal document that clinicians can utilize with their clients in order to better explain the stepped care model as well as provide a check list of the modalities of treatment recommended. In addition, updates were made to the language used to communicate to students seeking CAPS services to reflect the intake appointment being used to develop a treatment plan and individualized recommendations. Through implementation of these changes, CAPS team recognized the need for a handout we can provide students on what solution-focused therapy is, which is currently in development for use for next fall semester.
- **Develop more faculty training focused on mental health**-- Faculty play a critical role in identifying possible mental health issues among students, as they interface directly with them on a regular basis. Currently, only QPR (Question Persuade Respond) training is offered to faculty and staff. This training focuses specifically on suicide prevention. CAPS focused on development of a training that focuses more on general mental health struggles and what faculty specifically can do to support these students. With the faculty training now developed, CAPS plan to offer this training in the fall 2024 semester.

Future Goals

- **Roll out new Faculty Training:** As mentioned above, CAPS has worked on development of a training for faculty related to supporting students' mental health. We plan on offering this training starting in the fall 2024 semester.
- **Participation in Skills Training in Affective and Interpersonal Regulation (STAIR) training and implementation project:** Last academic year, CAPS signed on to participate in an implementation project that will provide training and consultation for all CAPS clinicians and graduate trainees in the STAIR approach to trauma work. As many of the students we serve have experienced or are currently experiencing trauma, gaining additional skills and methods to provide a shorter term clinical approach to trauma treatment is an exciting and important opportunity. The training for this multi-year project is scheduled to start in August 2024.
- **Explore utilization of outdoor garden space for staff self-care and provision of mental health related services and/or programming:** This past year CAPS staff participated in the Planet Blue Ambassador Training which led to increased discussions on how we may be able to focus more on sustainability. CAPS implemented several sustainability focused practices including CAPS Director renting out a plot in the University Community Garden space. During the summer CAPS staff is working to develop this space and use it as a place for self-care and team development. As this space continues to be developed, the CAPS Director will investigate possible ways we could utilize this space for mental health related programs and/or services during the fall and spring semester.