

**Counseling Center Annual Report: 2021-2022**

**MISSION:** In support of Fredonia’s strategic plan and institutional goals, the Counseling Center will promote student’s mental health, wellness, growth and development.

**VISION:** Cultivating a resilient and compassionate community.

**VALUE: ACCESSIBILITY**

The SUNY Fredonia Counseling Center returned to providing face-to-face clinical interventions as social distancing precautions related to the Covid-19 pandemic eased and the campus welcomed students back to campus for in-person instruction during the 2021-2022 academic year, with 12% of the student population engaging in clinical services. Tele-services, via secure Zoom interface, continued as a means to reduce barriers to accessibility and in response to SUNY tele-commuting provisions, accounting for 20% of clinical interventions. The FCC provided 3019 clinical sessions (2980 individual/129 group) serving 615 unique students (391 new/224 returning). *\*See Comparative Clinical Data.* We continued to prioritize access to services conducting 28% intakes within 24 hours. The average wait time for an initial appointment was 5.03 business days. We regularly reviewed and adjusted our scope of practice and scheduling procedures to address the changing demands of our campus community. In November, we expanded per-diem clinical hours from 20 to 35 hours per week and began to offer non-clinical Triage Appointments (106 unique students) to manage clinical demands.

The Fredonia Counseling Center utilizes the Clinical Load Index to establish the current practices related to work load expectations/clinical capacity. Clinical FTE converts clinical capacity to expected clinical hours per clinician at the contracted direct service hours per week. The Fredonia Counseling Center established a clinical capacity to provide 134.5 hours of direct-service clinical appointments (Individual Therapy, Crisis, Group Therapy) per week when the center is fully staffed (5.6 clinical FTE). These work load expectations exceed the recommended/contractual full-time obligation (60% clinical) to account for the consistent 10% no-show rate. Our current staffing is consistent with comparable universities at a Staff to Student Ratio of 1:1,000 -1:1,500 [AUCCCD].

No-Show Rate Adjustment	3 providers @ 28.5 hrs/week (70%)	24 clinical + 4.5 crisis hrs	2 providers @ 24.5 hrs/week (60%)	20 clinical + 4.5 crisis hrs	5.6 FTE
Scheduled Capacity	85.5		49		134.5 (CLI)
Contractual Obligation	3 providers @ 24.5 hrs/week (60%)	20 clinical + 4.5 crisis hrs	2 providers @ 20.5 hrs/week (50%)	16 clinical + 4.5 crisis hrs	4.7 FTE
Expected Capacity	73.5		41		114.5 (CLI)

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**VALUE: SKILLED**

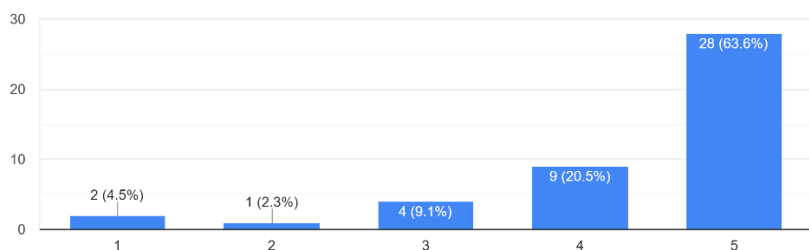
The Counseling Center endeavors to provide high quality services. We adhere to the highest professional standards, embrace innovative clinical services, engage in ongoing professional development, and remain current with new developments in research based clinical practice.

Students who utilized counseling services during the 2021-2022 academic year, overwhelmingly indicated satisfaction with clinical mental health services and noted that their engagement in counseling services supported their academic achievement (stay in school/ improve academically), improve mood, reduce anxiety, improve relationships, reduce thoughts of self-harm and suicide, adjust to college, and address sleep concerns.

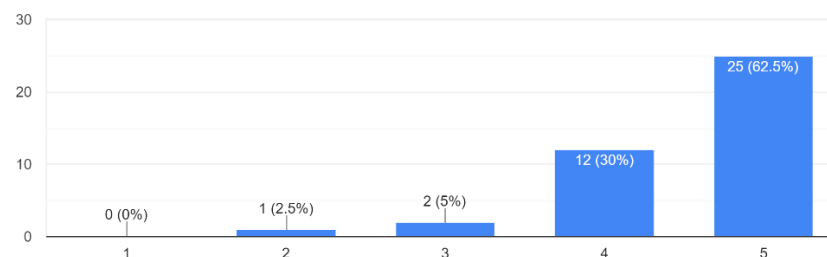
Fall 2021

Spring 2022

How would you describe your overall satisfaction with your counseling experience?  
44 responses



How would you describe your overall satisfaction with your counseling experience?  
40 responses



**Outcomes Data:** Counselor rapport – Research indicates that rapport is the strongest predictor of positive therapeutic outcomes. The CC collects rapport data after each clinical intervention as part of our outcomes informed practice. Likert scale 1-5 (4/5 indicating satisfaction/very satisfied).

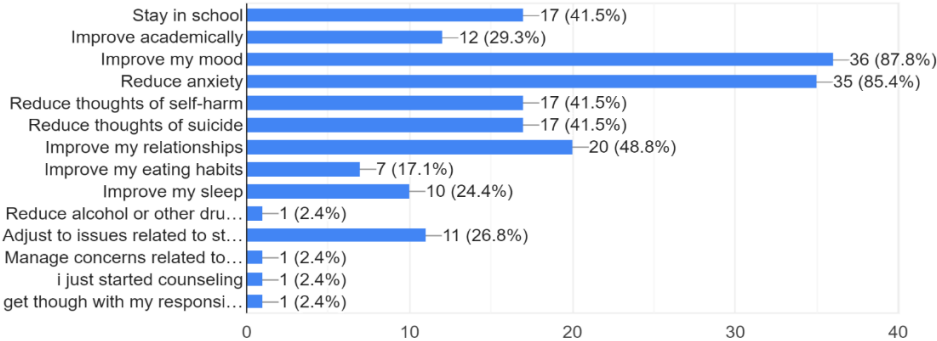
I felt understood and respected	98%	Overall, last session was right for me	96%
We worked on and talked about what I wanted to work on/talk about	95%	The counselor’s approach was a good fit for me	96%

# Counseling Center Annual Report: 2021-2022

## Fall 2021

Has participation in counseling helped you with any of the following? (Check all that apply):

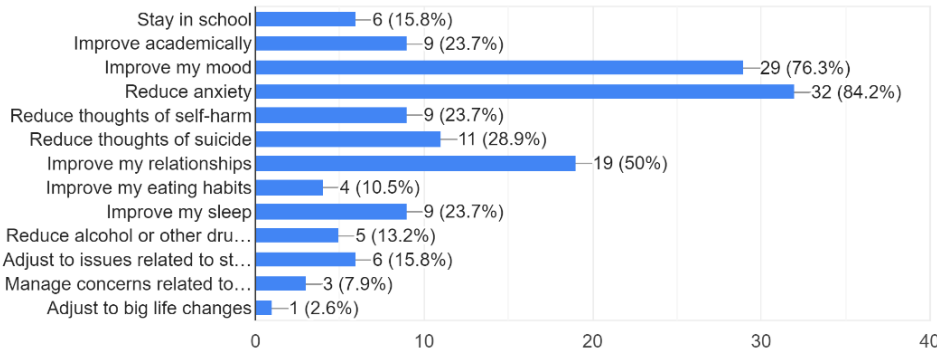
41 responses



## Spring 2022

Has participation in counseling helped you with any of the following? (Check all that apply):

38 responses



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**Professional Development:** The counseling staff has continued to be committed to professional growth by completing over 200 hours of continuing education on topics that include: Short-term Solution Focused Therapy Certification (JJ/JK), Wilderness Therapy Interventions (JJ), IFS Level One Certification (KG), Race Based Traumatic Stress (IB), DBT Certificate Training (IB), Trauma Informed Supervision (JJ), Innovations in Men’s Mental Health (JJ), Trauma Informed Schema Therapy (JJ), Problem Gambling (IB).

	<b>Professional Development Hours</b>
Jeffrey Janicki	31.5
Kimberly Gallivan	110
Ivory Brooks	38
Brandon Drummond	N/A
Jermaine Kenner	24

***In-Service Staff Trainings:***

New Staff Orientation/Policy & Procedure Review  
Strength Based Suicide Risk Assessment  
SSW/OAAT/Stepped Care Training  
Outcomes Informed Treatment – CCAPS/SRS

**Group Therapy/Workshops** – The return to face-to-face clinical interventions allowed for a recommitment to group work. During the 2021-2022 academic year, FCC staff conducted 30 group sessions resulting in 111 unique clinical contacts.

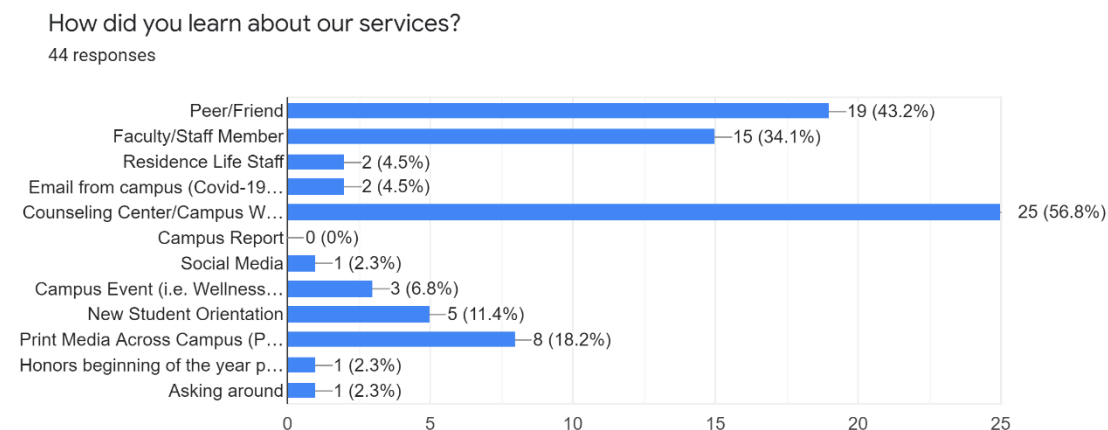
Mental Health 101	Jermaine Kenner	6 sessions (Fall)
Pillow Talk	Ivory Brooks	4 sessions (Fall)
PGG – Whole Hearted Living	Kimberly Gallivan	5 sessions (Spring)
DDT/TED -No More Drama	Jermaine Kenner	7 sessions (Spring)
Coping Skills -DBT	Kimberly Gallivan & Angela Schettine	8 sessions (Spring)

## Counseling Center Annual Report: 2021-2022

### VALUE: CONNECTED

The Counseling Center values collaboration within the center, the Division of Student Affairs, Academic Affairs, the University, and the broader community. We seek partnerships and opportunities to work with our colleagues in support of enhanced service to our students.

Students indicate that the FCC website, peer referrals, and faculty/staff as the primary ways they learned about counseling services.



### Partnerships/Collaborations:

Athletics- Conducted workshop with Student Athlete Committee. Coordinated referrals.

PDC- Hosted Trauma Informed Teaching -TED/DDT workshop. Participated in Spring Wellness Event.

Residence Life – Provided training to Resident Directors and Resident Assistants.

Campus Life- Collaboration on Stress Away Day.

Student Engagement and Inclusion – See **Let's Talk program summary**.

International Student Services and Pathways Program – Conducted outreach workshops & supported events.

EDP- Conducted outreach workshops and coordinated referrals.

STCN-Upstate Medical- Psychiatric services referral and collaboration of care.

Community Partnerships- MH Outreach Committee with Community Partners.

Search Committee Participation- Graduate Mental Health Program Chair (JJ) | University Police Officer (IB) | Counselor in Residence (JK)

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**VALUE: CREATIVE**

The Counseling Center values creativity as a gateway to innovation at both individual and organizational levels. We support and encourage creative innovation to foster excellence, to enhance inclusiveness, and to provide dynamic services that are relevant to the ever-changing needs of a diverse student population.

**Outreach Initiatives:**

<b>Fall 2021</b>	<b>Staff Member</b>	<b>Spring 2022</b>	<b>Staff Member</b>
RD Training	JJ KG IB	RA Training & Situations Lab	JJ JB
RA Training & Situations Lab	IB KG	PDC Workshop – TED	JJ
Activities Night	IB	Stress Less Equine Experience	IB
IC Leadership Retreat	IB	NSO- Resource Fair	JJ JK
Freshman Seminar (17)	JB	EDP – Academic Success (2)	JK
International Student Reception	IB	CDS Graduate Students	JJ
NSO Wellness Carnival*	All staff	EDP	JB
Honors Orientation	JB	MCW – Adjusting to College	IB
Dept. Theater and Dance	KG	PDC -Spring Wellness Event	JJ
EDP – FCC Services	JK	International Pathways	IB
Pillow Talk – Let’s Talk (4)	IB	Stress Away Day – Campus Life	JK JJ
9/11 Ceremony	JJ	IC End of Year Ceremony	IB
Pathways CORE	IB	Student Athletes	JK
World Mental Health Day*	IB	Memorial Gathering	JJ
English Dept. Faculty	JJ		
Rosa Parks Celebration	IB	<b>Total Student Contacts: 1749</b>	<b>Total Faculty/Staff Contacts: 166</b>
International Coffee Break	IB	<b>Total Appointments: 53</b>	<b>Total Hours: 80</b>

## **Counseling Center Annual Report: 2021-2022**

### **VALUE: RESPONSIBLE**

The Counseling Center is committed to sustaining a healthy organizational climate characterized by honest, direct, and respectful communication and conflict resolution. We endeavor to create a diverse multidisciplinary staff that values different perspectives and professional views. We manifest compassion, mutual trust, and humor in our interactions; actively creating a sense of community that is supportive and respectful of individuals finding balance in their personal and professional lives.

#### **Staff Highlights:**

Kimberly Gallivan, LMHC continues to provide high quality clinical services. In addition, she provided clinical supervision for our graduate intern over the fall and spring semesters. Kimberly completed an extensive 80 Internal Family Systems Level 1 Certification Training during the 2021-2022 academic year.

Ivory Brooks, LMFT continues to provide high quality clinical services. Her enthusiasm and commitment to the Let's Talk program is evidenced by her frequent attendance and participation in Multicultural Affairs programming endeavors. Ivory's "Treat Yourself" program, in support of World Mental Health Day, was highly successful with more than 200 students in attendance.

Jermaine Kenner, LMHC-P continues to work diligently towards achieving his permanent licensure as a mental health counselor having successfully passed NYS MH licensure examination in the fall. He is on track to fulfill his supervised hours having provided the highest number of clinical interventions during the 2021-2022 academic year. His aptitude and enthusiasm for conducting group work is notable.

Brandon Drummond, LMHC was on extended leave for the majority 2021-2022 academic year serving our country as a member of the ARMY Reserves. We look forward to his return to campus for the spring 2023 semester.

Angela Schettine joined our staff as a Columbia University Social Work graduate intern for the 2021-2022 academic year. Her exceptional rapport building and clinical skills greatly exceeded expectations.

Andrea Jones, LCSW joined our staff in the fall as a per-diem counselor. She adapted well to the unique demands of a diverse student population extending her commitment from 20 to 35 hours/week.

Darleen LiVecchi continues to work diligently to welcome students and keep our office running smoothly. She stays in frequent contact with staff throughout the day to keep us updated on scheduling and urgent concerns. She meets all administrative requests reliably and efficiently.

**POINTS OF PRIDE | FUTURE CONSIDERATIONS:**

1. The counseling staff continued to demonstrate great resiliency managing personal and professional concerns related to the on-going pandemic as our campus and center welcomed students back following a year of remote-instruction and treatment via tele-services. As the students returned, the number of students seeking treatment returned to pre-pandemic numbers. The staff had to be very flexible and mutually supportive as several staffing issues had to be managed to ensure student needs were being adequately met. Concerns related to the impacts of vicarious trauma experienced by mental health providers are of great concern during these difficult times. Trauma informed supervision practices were incorporated into our professional practice as a means to monitor and address staff well-being. Over the 2022-2023 academic year, the FCC staff will conscientiously build a “Trauma Stewardship” program into our clinical supervision practices to ensure that the staff continues to care for self while caring for others.
2. The number of students seeking treatment for trauma, as well as the severity of the symptomology, has notably increased and been exacerbated by the pandemic. The FCC clinical staff has worked diligently to grow as trauma-informed treatment providers, as mental well-being is imperative to the academic success and retention of our student population. Building awareness, skills, and healing trauma will help our students to succeed in school and become adaptive community members. Internal Family Systems is an evidence-based trauma practice that has shown profound improvements with individuals in both short- and long-term therapy orientations. This therapy helps clients get acquainted with their own internal system and heal preexisting wounds through building awareness, non-judgment, trust, and gratitude towards the parts of ourselves that have been protecting us. Ten thousand practitioners apply for each lottery to get into this training for approximately fifty slots. Kimberly Gallivan was selected to participate and completed this 80-hour level 1 certification training during the 2021-2022 academic year. She has incorporated these techniques into her clinical practice and intends to provide in-service training on this orientation to the clinical staff over the 2022-2023 academic year.
3. The counseling staff remained committed to engaging students in innovative ways through outreach initiatives. Two events in particular demonstrated our center’s commitment to our mission/values to be a highly visible and trusted resource in which skilled and caring professionals empower students to fulfill their potential by imparting emotional regulation and communication skills; by inspiring action, hope and creativity; and by promoting behavior which demonstrates respect, responsibility and compassion for oneself, the local community, the world community and the environment. Both the New Student Orientation Wellness Carnival and World Mental Health Day: “Treat Yourself” (coordinated by Ivory Brooks as part of the Let’s Talk) programs were extremely well attended by students (200+ at each event). The FCC staff intends to coordinate similar wellness events over the 2022-2023 academic year, including the return of Fresh Check Day in collaboration with the Jordan Porco Foundation.



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**Client Demographics:** The diverse student population utilizing counseling services is consistent with campus demographics with the exception of males who remain under-represented over the 2021-2022 academic year. Efforts over the past several years to hire diverse staff and reach out to populations of students typically under-represented in counseling are proving successful.

Diversity Measure	Fall 2021 Counseling Center Client Demographics	Fall 2021 Campus Demographics (Undergraduate)	Spring 2022 Counseling Center Client Demographics	Spring 2022 Campus Demographics (Undergraduate)
<i>Race/Ethnicity</i>				
African American	12%	8.0%	11.3%	8.0%
Asian	2.2%	2.3%	3%	2.0%
Hispanic	9.8%	10.5%	6.8%	10%
Multi-racial	3%	4.3%	3.6%	4.0%
White	69%	72.8%	68.5%	74%
<i>Gender</i>				
Female	62.2%	58.4%	59.1%	59%
Male	26.1%	41.6%	28.8%	41%
Non-binary	11.1%		7.7%	
International Student	0.5%	1.7%	2.1%	2%
FOP/EDP	9%	8.5%	8%	8%
<i>Year in School</i>				
First Year	28.5%	26.8%	28.8%	19%
Sophomore	19.6%	19.8%	18.1%	19%
Junior	26.4%	24.9%	28.8%	27%
Senior	23.1%	28.6%	22.8%	35%
Graduate Students	3.3%	5.9%	1.5%	6.6%

On-Campus Residence	Off-Campus Residence	First Generation College Student	Student Athlete	Military Affiliation	Transfer Student	Previous Counseling	Previous Hospitalization	Suicide Attempt PTC
56.2%	39.7%	22.4%	5.5%	0.5%	14.3%	76.6%	12.6%	16.9%

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**Comparative Clinical Data:**

<b>Fall Trends</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Unique Clients	534	505	529	557	498	558	306	415
New Clients	325	308	297	318	307	319	170	240
Returning Clients	209	197	232	239	191	239	136	175
Intake Wait Times (days)	6.17	5.48		5.54	2.66	3.45	4.63	5.6
Crisis Appointments	140	134	188	283	65	89	31	65
Same-Day Intake					165	159	48 (27%)	54 (21%)
Triage								48
Psychiatric Evaluation	76	82	66	69	56	54	9	45
Enrollment					4,657	4,463	4,075	3,780
Student Pop. Utilizing CC					11%	12.5%	7.5%	9.1%
Average # Sessions	4.37	4.45	4.27	3.84	3.32	3.74	3.7	3.81
1-5 sessions	72.3%	73.3%	74.3%	78.8%	84.1%	81.2%	80.4%	78.1%
6-10 sessions	21.7%	19%	21.0%	14.7%	11.8%	12.2%	16.3%	19%

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<b>Spring Trends</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Unique Clients	400	470	471	465	468	473	319	151	285	409
New Clients	185	207	183	193	190	187	110	13	112	166
Returning Clients	215	263	288	272	278	286	209	138	173	243
Intake Wait Times (days)	3.55	3.99	4.28	2.27	4.12	2.97	3.56	2.1	3.05	5.03
Crisis Appointments	86	111	136	176	86	56	29		25	58
Same Day Intake						87	33	N/A	28 (45% 24hrs)	28 (28.3% 24hrs)
Triage										58
Psychiatric Evaluation	47	54	63	45	39	55	33	7	16	15
Enrollment					4,296	4,240	4,083	4,083	3,718	3,436
Student Pop. Utilizing CC					11%	11%	8%	4%	8%	12%
Average # Sessions	4.32	4.50	4.75	4.03	3.56	3.74	2.86	2.83	4.16	3.94
1-5 sessions	76.0%	72.3%	69.2%	77.2%	81.8%	81%	88.1%	89.4%	72.3%	79%
6-10 sessions	19.3%	19.1%	20.8%	16.3%	12%	13.5%	11%	10.6%	22.1%	16.4%

Jan 1- Mar 13 – normal operations prior to shift to distance learning (Covid-19)

Mar 16, 2020 -May 31-2021 – Tele-services | Campus distance learning (Covid-19)

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### Clinician Index of Client Primary Concerns:

Choose the top concern of those already selected	No. of Forms	% of Forms	No. of People	% of People
<No Response>	4	0.6	4	0.7
Anxiety: Generalized	72	10.3	68	12.4
Anxiety: Social	33	4.7	32	5.8
Anxiety: Panic attack(s)	30	4.3	30	5.5
Anxiety: Test taking	1	0.1	1	0.2
Anxiety: Specific phobia	2	0.3	2	0.4
Anxiety: Unspecified/other	6	0.9	6	1.1
Obsessions or compulsions	5	0.7	5	0.9
Perfectionism	5	0.7	5	0.9
Stress	22	3.1	20	3.6
Depression	96	13.7	91	16.5
Mood instability (bi-polar symptoms)	32	4.6	30	5.5
Emotion dysregulation	19	2.7	18	3.3
Anger management	6	0.9	6	1.1
Relationship problem (specific)	77	11.0	74	13.5
Interpersonal functioning	25	3.6	25	4.5
Social isolation	7	1.0	7	1.3
Family	21	3.0	21	3.8
Grief/loss	26	3.7	25	4.5
Health/medical	3	0.4	3	0.5
Eating/body image	11	1.6	10	1.8
Sleep	1	0.1	1	0.2
Sexual concern	2	0.3	2	0.4
Identity development	24	3.4	24	4.4
Self-esteem/confidence	26	3.7	25	4.5
Adjustment to new environment	12	1.7	12	2.2
Sexual orientation	1	0.1	1	0.2
Gender identity	3	0.4	3	0.5
Academic performance	27	3.9	26	4.7
Career	5	0.7	5	0.9
Attention/concentration difficulties	7	1.0	7	1.3
Autism spectrum	4	0.6	4	0.7
Learning disorder/disability	1	0.1	1	0.2
Alcohol	1	0.1	1	0.2
Drugs	2	0.3	2	0.4
Self-injurious thoughts or behaviors	4	0.6	4	0.7
Suicidality	9	1.3	9	1.6
Dissociative experience(s)	1	0.1	1	0.2
Trauma	39	5.6	37	6.7
Sexual abuse/assault (victim)	13	1.9	13	2.4
Harassment/emotional abuse (victim)	4	0.6	4	0.7
Financial	1	0.1	1	0.2
Legal/judicial/conduct	2	0.3	2	0.4
Other	9	1.3	9	1.6

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*Fall 2021: Covid-19 Impact on College Student Mental Health [Center for Collegiate Mental Health]: Social Anxiety and Academic Distress demonstrated the most notable increases between Fall 2019 and 2021, with both clearly increasing beyond their Pre-COVID trajectories. Specifically, Social Anxiety significantly increased from Fall 2020 to 2021. Upon further examination of the Social Anxiety items, the increase was not driven by isolated changes in any particular symptoms, as all symptoms were elevated compared to Fall 2020. Additionally, while Academic Distress slightly decreased from Fall 2020 to 2021, it continued to remain considerably higher than the Pre-COVID Fall 2019 level.*

### 2019-2023 – LEARNING OBJECTIVES | DATA

*Learning Objective: Students who engage in CC programs, activities, services will develop effective skills to have productive, meaningful relationships with others.*

Strategy/Tactic (2021-2022): Counseling staff will provide group and/or individual therapy to clients who present for mental health counseling. Measures: Group Satisfaction Survey (not administered). *Client Satisfaction Survey.*

- 49% (fall) and 50% (spring) respondents indicated CC helped to improve relationships

Satisfaction Survey: How has your mental health and/or academic performance been impacted by the Covid-19 pandemic? What factors have contributed to this change?

“My social life and personal anxieties have been heightened, my friend groups are smaller, the people in my life with disorders like OCD experience extreme anxiety that I have to deal with secondhand, that can be challenging to deal without help from Kim.”

“Social anxiety has developed from COVID-19 lockdowns”

“Feel isolated and I feel unmotivated.”

“It has definitely gone downhill. COVID made my mental health worse, which led to poor academia. It has gotten better with time.”

“It has worsened my anxiety and depression. I was very anxious about getting sick initially, and my depression worsened because I felt I was stuck inside without being able to see my friends.”

“The pandemic has dealt a great amount of damage to my social skills to a point where I think that I do not like to share a "hey" with someone.”

## Counseling Center Annual Report: 2021-2022

*Learning Objective: Students who engage in services provided by the CC will be able to manage their mental health so they can achieve their academic and personal goals.*

Strategy/Tactic (2021-2022): Counseling staff will provide group and/or individual therapy to clients who present for mental health counseling. Measures: CCAPS and *Client Satisfaction Survey*.

- 42% (fall) and 16% (spring) respondents to survey indicated CC helped them stay in school
- 29% (fall) and 24% (spring) respondents to survey indicated CC services helped them improve academically
- 27% (fall) and 16% (spring) respondents indicated CC helped them adjust to issues related to starting college
- 88% (fall) and 76% (spring) respondents indicated CC helped improve mood
- 85% (fall) and 84% (spring) respondents indicated CC helped reduce anxiety
- 42% (fall) and 24% (spring) respondents indicated CC helped reduce thoughts of self-harm
- 42% (fall) and 29% (spring) respondents indicated CC helped reduce thoughts of suicide

### Satisfaction Survey student comments:

“I have been struggling with personal issues this semester more than ever before in my life, and being able to meet with my counselor has been enormously helpful for me. I’ve attempted to reach out to private counselors/therapists in the past and have had no luck thus far, and I feel without being able to attend on-campus counseling I could’ve been a danger to myself. I’m incredibly grateful for my counselor and to the university for providing this service.”

“My counselor listened to my needs, made me feel heard, and was able to lead me in things to better my life. He did very well at making me feel not so alone and validated all of my feelings. I felt much better after leaving each session and it felt great to take productive time for myself.”

“The counselor I was seeing was obviously very present with me during our sessions and asked questions that helped me break down the issues I was dealing with.” “Each session I was assisted in exactly the ways that I needed to be. My counselor really knows me well and that helps a ton.”

“My counselor took the time to understand what was going on in my life, and really evaluate what was going on and the larger root problems. Through this, I was learning how to assess things by myself and how to better regulate my emotions and set boundaries along the way. My counselor had a way of setting me straight when I needed it, while still in a compassionate way.”

### Academic Standing: Counseling Center Clients (self-report)

Good Standing	Warning	Probation
46.6%	4.3%	7.6%

## **Counseling Center Annual Report: 2021-2022**

*Learning Objective: Students who engage in Counseling Center programs and activities will be able to identify and connect self/others to supportive resources.*

Strategy/Tactic (2021-2022): Counseling staff will provide workshops/trainings for Residence Life staff, in Freshman Seminars, and to faculty/staff/students related to connecting self/others to supportive resources. Measures: Group Therapy Satisfaction Survey. Client Satisfaction Survey. Outreach Feedback Survey. See PAWS and Let's Talk program summaries 2021-2022.

*Learning Objective: Students who engage in Counseling Center programs and activities will be able to assist themselves and other students with mental health concerns.*

Strategy/Tactic (2021-2022): Counseling Center staff will provide workshops/trainings for Residence Life staff, in Freshman Seminars, and to faculty/staff/students related to assisting self/others with mental health concerns. Measures: Outreach Feedback Questionnaire. See PAWS and Let's Talk program summaries 2021-2022.

## **Counseling Center Annual Report: 2021-2022**

### **Satisfaction Survey: How might the university better support students' mental health moving forward?**

#### *Counseling Hours of Operation/Scheduling:*

More hours? Weekend hours? With classes availability is hard. In general, more activities for less stress because classes aren't as understanding about that. Improving counselor availability. We need more resources outside of the counseling center's hours, ideally something students can utilize on campus or virtually that isn't crisis services. Try to do more weekly counseling.

Allow for appointments to be made online to reduce anxiety of being on the phone.

Have more consistent appointment scheduling. More availability for appointments, maybe have longer hours open.

LoGrasso should have more hours (both in the health and counseling center), be open on weekends, and have more therapists so students can be seen more frequently. Having more available appointments, making them not so far apart.

When I tried to get an appointment sometimes I would have to book an appointment a month out.

Open the counseling center a little later, or have nightshift positions for tele-callers.

The best thing you can do to improve the mental health of the students is to have consistency with how often students can see their counselors. Long term therapy will be beneficial to the whole campus as it can be stressful to be constantly changing counselors.

I strongly believe the counseling center needs to have a better plan in place for students when there are breaks or when classes are not in session. Many students seeking these services from the center need help in regards to setting up secure mental health treatment and therapy services, especially when they are transitioning and being immersed in different environments. With the current plans and procedures for services when the center is closed, many students go without ANY sort of mental health services.

Having some kind of services available throughout the weekend or after the counseling center closes. You can't control when you're in a state of crisis and need help.

More ways to schedule appointments! It is very difficult for me and many of my friends to make phone calls and if there was some form/request form/online spreadsheet that students could fill out with all their information, schedule, and all that good stuff, I think you will find a large increase in student interest in mental health services!



## **Counseling Center Annual Report: 2021-2022**

### *Mental Health Services/Marketing:*

More reach out to let them know that you guys are here for us. Push for counseling in the beginning and near the end of semesters.

Offer more opportunities regarding mental health

Keep advertising for the counseling center

I feel like more people need to know about Let's Talk. It was over zoom, it was easy, and it helped me address my issues and exercise my options for counseling. I used it as a vehicle for getting sessions scheduled, but I think it would even be useful for one time, no strings attached counseling for people who have an issue they need to consult someone about.

I think that the University has great resources for mental health. I think one improvement would be more flyers advertising it, or more professors and staff being personable and able to pick up on mental health issues in students.

Having more spaces like the tranquility room on campus to allow a kind of "release" for the mind during stressful days. Having somewhere to go for blank space is something that I've found is very helpful. I also think making professors more aware of the mental illness that students struggle with would help bridge the gap between students and professors when it comes to managing them.

I think the Counseling Center page on the Fredonia website could use a little more organization and TLC.

### *Staffing/Services Offered/Funding:*

I think that the university does the best that it can to support students' mental health. There is a part of receiving mental health counseling where the recipient gets out of it what they put into it. Sometimes I think that the counseling center gets a bad rap because some people expect counseling to "fix them" when they are not willing to put in the work themselves.

More funding for the counseling center to support the increasing demand.

By providing eating disorder-specific help

I like that you partner with upstate medical so I was able to receive medication from a professional that specializes in that area. I do enjoy my PC but I feel better talking to the individual at upstate medical.

Take a more personal approach with students, get to know them before trying to help. Follow up with students. I really needed support and could have benefitted from any sort of follow-up during the time I was seeking services from the counseling center.

GET MORE COUNSELORS!!! Like 5 more. also implementing a clinical program for psych students to mentor through would be both convenient and wonderful, something to consider.

## **Counseling Center Annual Report: 2021-2022**

### Academic Accommodations/Considerations:

Start the school day later, there is so much research saying that young people need to sleep more and wake up at later times. Run an experiment, for one semester school won't start until 10 or 11. See the results yourself.

LISTEN TO STUDENTS. not the counselors, I mean the university as a whole. we say something and the school does nothing about it

By providing mental healthcare days for students once a month

Continue doing what you guys are already doing

Have teachers do their jobs and be compassionate.

encouraging students to do more activities

I guess lessening the amount of homework just a little bit and being aware of students' mental health

Educating all faculty (specifically teachers) on mental health and student/educational psychology

Support victims, trauma inform professors/faculty

Give more random days off occasionally to catch up on work or relax

I think that the University has great resources for mental health. I think one improvement would be more flyers advertising it, or more professors and staff being personable and able to pick up on mental health issues in students.

The university could give mental health days for students.

Work with students on due dates and work amounts throughout the semester

Give more days without any class days for more time for destressing

I think there needs to be more leniency when it comes to attendance. I understand wanting to have strict rules in place so people don't cut class, but ultimately the pandemic is still happening and there needs to be more understanding of wanting to skip if you are feeling sick.

Allowing breaks, or extensions to assignments. It is very hard to stay motivated to do them.

I STRONGLY feel that it is crucial for everyone on campus to be educated, trained awareness (in mandatory) of the resources and information on sexual harassment/assault/discrimination and etc., before any incidents in such nature happen. If the Fredonia Counseling Center can make a note of this and possibly discuss with HR or Title IX, and take part of create a safer environment for everyone, that would make a tremendous positive impact on campus.