Counseling and Psychological Services Mission Statement

Counseling and Psychological Services (CAPS) enhances the academic and personal lives as well as the success of all Mercer students by addressing their mental health concerns. CAPS creates opportunities for healthy emotional and social development through counseling services, outreach programming, and supportive consultation.

Related Items
There are no related items.

Follow-up on Action Plan - AY 13-14

Action Plan Update
CAPS continued to uphold ethical standards including confidentiality.

CAPS implemented the CCAPS 62 during the 2014-2015 academic year at intake, 4th, 7th and 11th session. The CCAPS 62 provided more information about the students presenting concerns. In addition, distress scores decreased at higher rates when students continued therapy after 4th session as seen in the 7th and 11th appointment scores.

CAPS continued to use the self-evaluation conducted after the fourth session to assess how CAPS services impact academic as well as emotional success. Based on the CAPS self-report measure, CAPS continued to show a positive impact on student's academic as well as emotional success.

CAPS will continue to use the CCAPS 62 and the CAPS self-assessment.

AWARE provided leadership training to all AWARE members. AWARE members developed the skills to facilitate psycho-educational outreach programs.

SHAPE re-evaluated past programs and made appropriate changes during the 2014-2015 year.
SHAPE provided programming of dating and relationship violence as well as information at the SHAPE Carnival including sexual harassment, GA laws about interpersonal violence and stalking.

Related Items
There are no related items.

1: Counseling Services provides supportive environment to decrease presenting concerns.
Counseling and Psychological Services (CAPS) will provide an open, supportive, and confidential environment for Mercer students to address the issues that are concerning them.

Standards Alignment: Realistic self-appraisal, self-understanding, Identity development, Meaningful relationships, Independence, Maintaining health and wellness, Living a purposeful and satisfying life

Objective 1
Students who seek counseling services at CAPS will experience a decrease in distress.

Objective 2 (if needed)
Students who seek counseling services at CAPS will trust that the CAPS staff will uphold confidentiality.
Learning/Developmental Outcome
65% of students seeking counseling at CAPS will experience a decrease in presenting symptoms.

Program Outcome
100% of students seeking counseling services at CAPS will trust that the CAPS staff will uphold confidentiality.

First Assessment Method (required)
At intake and following the fourth session, all students will complete the Center for Collegiate Mental Health’s (CCMH) Counseling Center Assessment of Psychological Symptoms (CCAPS-62). These two assessment points will evaluate symptom reduction. The CCAPS 62 will also be conducted if applicable at the 7th and 11th session in effort to ascertain more data regarding symptom reduction.

Assessment Type: Direct Measure

Assessment Results and Analysis
34% of the students who completed both the intake and 4th session CCAPS 62 assessment showed a statistically significant decrease in distress.

50% of the students who completed the CCAPS at the 7th session showed improvement showed a statistically significant decrease in distress.

75% of the students who completed the CCAPS at the 11th session showed a statistically significant decrease in distress.

Based on these percentages, the longer a student remained in counseling, the greater the decrease in distress.

Although the CCAPS shows a decrease in distress, the CAPS assessment form shows a greater rate of symptom reduction after the 4th session. The difference in these scores may be the manner in which the student is perceiving the questions on the CCAPS versus the CAPS assessment.

Second Assessment Method (required)
At the end of the fourth session, CAPS will implement a student self-evaluation for assessment of CAPS services. Questions specific to these learning outcomes include 1) I can trust the staff members at Counseling and Psychological Services to be confidential with my personal needs and concerns and 2) I feel the problems I sought counseling for have improved as a result of counseling.

Assessment Type: Direct Measure

Assessment Results and Analysis
99% of the students that completed the 4th session self-assessment of CAPS services stated that they strongly agreed of agreed with the statement "I can trust the staff members at Counseling and Psychological Services to be confidential with my personal needs and concerns".

95% of the students that completed the 4th session self-assessment of CAPS services stated that they strongly agreed of agreed with the statement "I feel the problems I sought counseling for have improved as a result of counseling".

Based on these results, students are confident that CAPS will uphold the ethical requirements of client confidentiality. These results also indicated that CAPS services are helping students decrease distress.

Confidence: High

Related Items

Goal 01: Quality of students

Strat. Objective #01.2: Undergraduate retention and graduation rates

2: CAPS assists with academic success and retention
With the assistance of counseling through CAPS, students will function more effectively academically, socially and emotionally within the Mercer community.

Standards Alignment: Realistic self-appraisal, self-understanding, Identity development, Independence, Maintaining health and wellness, Living a purposeful and satisfying life

Objective 1
Students seeking counseling at CAPS will attribute counseling as a significant factor in aiding their
Objective 2 (if needed)
Aid in university retention by helping students at risk of withdrawing from the university find strategies to help them remain at Mercer University.

Learning/Developmental Outcome
80% of students seeking counseling at CAPS will report greater academic success as a result of counseling.

Program Outcome
10% of the students seeking counseling services at CAPS would have withdrawn from Mercer University if they had not sought counseling.

First Assessment Method (required)
CAPS implements a student self-evaluation for assessment of CAPS services following the fourth session. The assessment question: "Counseling is helping me to be more successful in school" will be assessed.

Assessment Type: Direct Measure

Assessment Results and Analysis
89% of the students who completed the CAPS evaluation after their 4th appointment reported that they "strongly agreed or agreed" with the statement "counseling is helping me to be more successful in school".

Counseling at CAPS continues to show a positive impact a student's academic as well as emotional success.

Second Assessment Method (required)
CAPS implements a student self-evaluation for assessment of CAPS services following the fourth session. The assessment question: "Without the counseling I received, I would have dropped out of school" will be assessed.

Assessment Type: Direct Measure

Assessment Results and Analysis
18% of the students who completed the self assessment after the 4th counseling session reported that at some point during the academic year they considered withdrawing from Mercer University. Of these students, 71% stated that counseling at CAPS helped retain them at the university.

CAPS helps with retention of students at Mercer University.

Confidence: High

Related Items

Goal 01: Quality of students

Strat. Objective #01.2: Undergraduate retention and graduation rates

3: CAPS peer education program, AWARE, will increase members' leadership skills.
CAPS Peer Education program, AWARE, will increase the leadership skills of each member through the training and facilitation of psych-educational programs for the Mercer community.

Standards Alignment: Collaboration, Independence, Effective leadership, Communicating effectively, Demonstrating professionalism

Objective 1
Provide leadership training to AWARE members. AWARE members will contribute to the psycho-educational outreach programs of CAPS.

Objective 2 (if needed)
AWARE psycho-educational programs will have a positive impact on participants’ well-being.

Learning/Developmental Outcome
30% of the AWARE members will assume an upper leadership position within the AWARE organization which includes lead peer educator or committee chairs.

Program Outcome
85% of the AWARE members will facilitate at least one psych-educational program for a Mercer class or residence hall program throughout the academic year.
First Assessment Method (required)
Each AWARE member will facilitate at least one psycho-educational program.

Assessment Type: Direct Measure

Assessment Results and Analysis
100% of the AWARE members facilitated at least one psycho-educational program during the 2014-2015 academic year.

Second Assessment Method (required)
Feedback forms will be completed by participants at the end of each psycho-educational program.

Assessment Type: Direct Measure

Assessment Results and Analysis
510 Feedback forms were completed after the AWARE presentations. 95.2% of respondents reported that they strongly agreed or agreed that the information presented “was useful to me.”

Confidence: High
Related Items
Goal 01: Quality of students

Strat. Objective #03.6: Undergraduate leadership opportunities

4: SHAPE's educational programs for the Macon campus
The Sexual Assault, Hazing, Alcohol Prevention and Education (SHAPE) committee will provide educational programs for the Mercer community to address sexual violence, hazing, alcohol and drug usage.

Standards Alignment: Constructing knowledge, Relating knowledge to everyday life, Maintaining health and wellness

Objective 1
Provide information to students to help them make healthy decisions.

Objective 2 (if needed)
Learning/Developmental Outcome
Interactive educational programs will be facilitated by SHAPE four times throughout the 2014-2015 academic year.

Program Outcome
SHAPE will evaluate the effectiveness of the SHAPE carnival. Participants will rate the SHAPE carnival as effective in providing information about sexual violence, hazing, alcohol and/or drug usage.

First Assessment Method (required)
Four interactive SHAPE programs will be offered throughout the 2014-2015 academic year.

Assessment Type: Direct Measure

Assessment Results and Analysis
SHAPE provided 8 programs during the 2014-2015 academic year.

National Hazing Awareness
Sept 23 & 24: Educational displays outside Connell Student Center. Students painted hands on banner that hung in Connell Student Center that said “These Hands Don’t Haze” 100 students participated

SHAPE Carnival
October 15: The carnival provides information regarding sexual assault, hazing, drugs, and alcohol awareness in a different format – one that isn’t a lecture or presentation. 35 organizations sponsored a game or food booth that focused on one of the SHAPE topics 300 students participated in the event

Red Flag Campaign
Nov 17 – 21: A national public awareness campaign designed to encourage the University community to "say something" when they see warning signs ("red flags") for dating violence.

**Student Speaker**
Nov 19: Relationship violence presentation: Mercer student shared her story.

**Ask Me About It:**
Feb 10 -12: This program raised awareness across campus about relationship violence, men as victims, stalking, sexual harassment, and sexual assault. **450 student and staff volunteers** across all areas of campus wore large buttons with a certain statistic on them representing different facts relating to those five overlying topics. AMAI participants asked the button wearers what their statistic meant and received a fact correlating to that statistic.

**SHAPE Trivia Crack:**
March 25: Trivia game based on the popular Trivia Crack App. Trivia questions were developed by the SHAPE committee and raised awareness about sexual violence in the media, relationship violence in popular culture, alcohol and drug awareness facts. **35 students participated**

**Clothesline Project**
April 16: Students designed t-shirts showing their support for victims of sexual violence; "Mercer Won’t Bear the Silence" buttons with an informational card attached were distributed. **100 students participated**

**Take Back the Night**
April 16: SHAPE participated in the Macon community event. This event encourages women and men to take a stand against sexual violence. **11 students participated**

**Second Assessment Method (required)**
A self-assessment will be conducted following the SHAPE carnival to assess effectiveness.

**Assessment Type:** Direct Measure

**Assessment Results and Analysis**
Student participants at the SHAPE carnival completed an assessment of the event. Students rated the carnival an average of 4.5 in effectiveness (5 = very effective, 1 = not effective).

**Confidence:** 

**Related Items**

**Goal 01: Quality of students**

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**Action Plan Summary - AY 14-15**

**Action Plan: Use of Results to Improve Student Learning**

**Action Plan: Use of Results to Improve the Assessment Process**
CAPS will explore discrepancy between the CCAPS 62 score and the self-report measure. CAPS will research other other nationally used assessment to measures change.

CAPS will use the CAPS student self-evaluation form as a assessment measure. CAPS will use the CAPS self-evaluation to assess how CAPS aids in the retention of at risk students by providing effective counseling services.

SHAPE and AWARE will conduct feedback forms and/or evaluations to improve programming.
Action Plan: Use of Results to Improve Unit Operations
The results of the CCAPS 62 and the CAPS self evaluation provide information as to the effectiveness of services but also the perception student's have about CAPS including professionalism and confidentiality.

The feedback forms and evaluations from SHAPE and AWARE events help design future presentations/events.

**Action Plan: Other Uses of Results:** Planning and budgeting, Program promotion/marketing, Recruitment/retention initiatives, Student development opportunities

Other Uses Explanation

**Stakeholders:** With whom will you share these assessment results and/or action plans?:
College/School administration, Faculty, Students, Student Affairs, University Administration

**Dissemination Strategies:** How will the assessment results or plans be disseminated?:
Informal or summary reports, Staff meetings, Newsletter

**Stakeholders and Dissemination Strategies Comments**

**Budgetary Feasibility (optional)**

**Estimated Implementation Date:**

**Estimated Completion Date:**

**Person(s) Responsible**

**Related Items**
*There are no related items.*