

Case summary

Counseling and Psychological Services
2007 – 2008 Annual Report

Fostering Diversity

We continue to educate ourselves about complex issues through the Multicultural Seminar, case conference, and inservice training and are deeply committed to exploring and challenging biases, prejudices, and stereotypes related to differences. CAPS staff successfully redesigned the Multicultural Seminar (Appendix H) by increasing licensed staff ownership and involvement in the development, teaching, and evaluation of the seminar. This resulted in a positive shift in attitude regarding the importance of multicultural training. Additionally, client feedback on the SES indicated that 74% found their counselor to be sensitive to their cultural and individual differences.

Collaboration with Others

Collaboration is an important aspect of socially responsible delivery of our services. We regularly participate in planning events initiated by other departments and invite faculty and staff to collaborate with us on a variety of projects. Some examples include the following:

- Arts & Sciences - supported the Arts & Sciences Student Academic Services with guest lectures related to mental health issues as part of the series for academic probation students; presented, as part of a panel, to Arts & Sciences faculty on dealing with Distressed Students, and to Program Assistants on Dealing with Troubled Students
- Career Services Center - provided monthly consultation regarding client cases
- International Student Services - presented on Culture shock and coping strategies at orientation events
- Judicial Affairs - consulted on cases, assisted in sanction design, provided mandatory substance abuse evaluation (Appendix I)
- Residence Life - provided psycho-educational and skill building seminars throughout the year
- School of Education - facilitated group for Master in Counseling (MFT) students and had SOE faculty present to trainees (Appendix I)
- Student Disability Services - collaborated on student treatment plans, cross-referral, and provided monthly consultation regarding client cases
- University Ministry - engaged in joint training regarding services, limits of confidentiality, and campus crisis response
- Athletics – provided sport psychology assistance to the coaches, and athletes; provided cultural diversity training in freshman athletes College

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Success class; worked with administration to create therapy alternatives for troubled athletes

- Learning and Writing Center- Provided training to Bridge Forward students
- Orientation- as part of orientation team, presented on CAPS services and Parents in Transition
- English As A Second Language- Reviewed treatment options for ESL students and created language specific referral base
- Health Promotion Services- Co-facilitated Body Image and Choices groups, trainees worked closely with HPS staff around events for Eating Disorders and Alcohol Awareness Weeks (Appendix I)

Additionally, we participated in divisional training sessions, delivered presentations, and served on various committees and taskforces.

Training Program

The CAPS staff dedication to positive mental health and social justice is at the core of our training program. We take pride in instilling these values in our trainees who carry them into their professional lives outside of USF and contribute to the betterment of the larger society. It is imperative that the program have strong, competent, professional leadership and we are thrilled that we were able to recruit Dr. Nancy Glenn for the Training Director position. Dr. Glenn is recognized throughout the state as a stellar professional.

Trainees were well mentored despite the lack of a fulltime Training Director. As a result of participation in the CAPS training program the postdoctoral fellow and pre-doctoral interns reported increased clinical diagnostic and intervention skills, significantly enhanced multicultural awareness and related therapy skills, increased professional identity and a sound introduction to outreach psycho-education. On a standardized measure, the California Brief Multicultural Competence Scale, all trainees demonstrated substantial improvement in scores from pre to post-test on at least 50% of the statements evaluated.

3. What is needed?

CAPS would greatly benefit from an improved technological infrastructure including purchasing and training on the Titanium database, the addition of digital recording devices, the installation of video cameras in training offices, and the services of a web consultant who could improve our website and its navigation. Web activities including podcasts, enhanced self assessment, and social networking are increasingly seen in professional literature as counseling center activities that are relevant to today's students.

The following guidelines apply to the implementation of the above policy:

1. There is a need to distinguish sexual attraction from sexual acting out. Both staff members and trainees are encouraged to discuss feelings of attraction to a colleague, should they arise, just as they would discuss feelings of attraction towards a client. Discussing and acknowledging feelings is a step towards assessing one's current needs and the implications of any future courses of action/ behavior.
2. Licensed staff is encouraged to discuss such feelings with a licensed colleague or the Training Coordinator. Trainees who find themselves attracted to licensed staff members should discuss their feeling with the Training Coordinator or another licensed staff member - if it seems difficult or unhelpful to discuss the feelings with the supervisor in question.
3. If a licensed staff member's behavior crosses the boundaries of a professional relationship with a trainee, an administrative review of the situation will be conducted. The staff member may be subject to disciplinary action by the Director according to the relevant University of San Francisco policies and procedures.

D. Direct Service Commitment of Licensed Staff

The table below displays the number of direct service (individual, couple and group counseling) hours that licensed staff are expected to maintain:

Supervisor

% FTE	Hours per week (over 11 months)	Individual Direct Service Hours
92 %	37.5	23
84%	34	21
80%	32	20
68%	28	17

Licensed staff can adjust the number of individual direct service hours for other responsibilities, as follows:

1. Group facilitation = 2 hours
2. Training Director = 4 hours

8 17

UNIVERSITY POLICY ON SEXUAL HARASSMENT

The University of San Francisco has approved a policy on **Prevention of Sexual and Other Unlawful Harassment**. It is important that you familiarize yourself with the contents of this policy because it applies to you as an employee of the University.