

Department of Counseling and Psychological Services (CAPS)

Program Goals and Outcomes

MISSION: The mission of the University of San Francisco Counseling and Psychological Services is to provide students with timely and effective mental health services that allow them to improve and maintain their mental well-being and to meet their educational, personal, emotional, and spiritual goals. We treat all individuals with respect. We acknowledge and value the intersection of race, ethnicity, gender, religion, sexual orientation, ability, and class.

PROGRAM GOAL(S)

1. To Develop a stronger sense of Cultural Identity
2. To Improve Relationships
3. To Increase Knowledge or Awareness of Mental Health Issues
4. To Reduce Mental Distress
5. To Increase Self Care

LEARNING OUTCOMES

Students attending the Alternative Sexuality Support Group will report an increased awareness of sexual identity through completing the Klein Sexual Orientation Grid and actively participating in the group.

- 1B.** Students who complete the Student Experience Survey will report a greater understanding of their cultural identity as it relates to: ethnicity, gender, race, social class, religion, sexual orientation, and physical ability, and/or family.
- 2A.** Students who complete the Student Experience Survey will indicate improved relationships with others.
- 3A.** Students participating in stress management workshops will be able to list three signals of stress.
- 3B.** Student participating in stress management workshops will be able to list three stressors.
- 3C.** Students participating in stress management workshops will be able to list three stress management techniques.
- 3D.** Students participating in performance anxiety management workshops will be able to list two ways to reduce performance anxiety.
- 3E.** Students participating in suicide prevention workshops will be able to list two potential signs of suicide risk.
- 3F.** Students participating in suicide prevention workshops will be able to list two examples of how to help a friend who may be suicidal.

- 3G.** Students participating in suicide prevention workshops will be able to identify two resources for help/assistance with suicidality.
- 3H.** Students participating in suicide prevention workshops will report that part of their role in the community is to take action.
- 4A.** Students will learn to address emotional & lifestyle distress.
- 4B.** Students will indicate movement toward intention to change behavior regarding alcohol use.

- 5A.** Students will report engaging in increased self care (i.e., eat better, maintain good sleep habits, exercise more, manage time, manage stress.)

TIME FRAME (3-YEAR PLAN)

2008-09

- 1A. Students attending the Alternative Sexuality Group will report an increased sense of sexual identity through completing the Klein Sexual Orientation Grid.
- 1B. Students who complete the Student Experience Survey will report a greater understanding of their cultural identity as it relates to: ethnicity, gender, race, social class, religion, sexual orientation, and physical ability, and/or family.
- 2A. Students who complete the Student Experience Survey will indicate improved relationships with others.
- 4A. Students will indicate awareness of emotional & lifestyle distress.
- 5A. Students will report engaging in increased self care (i.e., eat better, maintain good sleep habits, exercise more, manage time, manage stress.)

2009-2010

- 3A. Students participating in stress management workshops will be able to list three signals of stress.
- 3B. Student participating in stress management workshops will be able to list three stressors.
- 3C. Students participating in stress management workshops will be able to list three stress management techniques.
- 3D. Students participating in performance anxiety management workshops will be able to list two ways to reduce performance anxiety.
- 3E. Students participating in suicide prevention workshops will be able to list two potential signs of suicide risk.
- 3F. Students participating in suicide prevention workshops will be able to list two examples of how to help a friend who may be suicidal.

- 3G. Students participating in suicide prevention workshops will be able to identify two resources for help/assistance with suicidality.
- 3H. Students participating in suicide prevention workshops will report that part of their role in the community is to take action.
- 4B. Students will indicate movement toward intention to change behavior regarding alcohol use.

2010-2011

[repeat/ongoing assessment]

- 1A. Students attending the Alternative Sexuality Group will report an increased sense of sexual identity through completing the Klein Sexual Orientation Grid.
- 2A. Students who complete the Student Experience Survey will indicate improved relationships with others.
- 3A. Students participating in stress management workshops will be able to list three signals of stress.
- 4A. Students will indicate awareness of emotional & lifestyle distress.
- 5A. Students will report engaging in increased self care (i.e., eat better, maintain good sleep habits, exercise more, manage time, manage stress.)

IV. ASSESSMENT IMPLEMENTOR(S)

- Barbara Thomas, CAPS Director with support from designated staff team members

V. PROJECTED USE OF DATA FOR UNIT IMPROVEMENT

- The data is reviewed on an annual basis to implement program-specific modifications
- The data is used to assist in determining changes to allocation of funds for the next fiscal year
- The data is compiled for inclusion in the UL annual report
- The data is included as a critical part of the office program review (on a seven year cycle)