

De Anza College
 Student Services Planning and Budgeting Team (SSPBT)
 2019-20 Program Review (APRU)

TracDat Description (50 character max)	Part 1	Program Information	
	Program Review		If you are entering for a previous year complete in word document and submit to Vice President of Student Services.
	1a) Program Name	Psychological Services	Enter the name of the program being reviewed
	1b) Name(s) of the author(s) of this report:	William Firmender and Michele LeBleu-Burns	Enter the name or names of those who authored this APRU
SS 1c) Number of students served annually & trend increasing, even, decreasing	1c) How many students are served by this program annually and is this number trending up, even, or down?	Individual face to face clinical hours: 2010/2011 = 239 hours 2011/2012 = 342 hours 2012/2013 = 397 hours 2013/2014 = 671 hours 2014/2015 = 806 hours 2015/2016 = 839 hours 2016/2017 = 989 hours 2017-2018 = 1,138 hours 2018/2019 = 1,240 hours 2018-2019 = 2,022 hours Group Workshops in Fall 2019/Winter 2020: LGBTQ+ Group = average 3 participants (7 sessions = 14 hours) Creative Expressions Group = average 5 participants (7 sessions = 14 hours) Women's Group = average 4 participants (9 sessions = 18 hours)	Please discuss the number of students who are served in the program and explain whether the number of students is increasing, even, or decreasing. Are there any anticipated trends in the number of students served?
	1d) Who are the typical students served by this program?	Psychological Services serves currently registered De Anza students.	Please discuss the typical students who are served in the program. Does the program specifically address the college's goals to increase access and success of 'targeted' student populations (Latina/o, African Ancestry, Pacific Islander, Filipino)?
	Part 2	MISSION and Accreditation Standard II.B.1	
	2a) What is the program Mission Statement?	To be a viable support service to De Anza students to help them achieve success in their academic career as well as to develop their character and abilities to become socially responsible members of our community.	Cut/paste or type in the program's most current Mission Statement.
SS 2b) In what ways and to what extent does program assure the quality of its services to students?	2b) In what ways and to what extent does the program assure the quality of its services to students?	All services provided by practicum interns are supervised by licensed clinicians. Student learning outcomes are collected annually from students served	Please address part 1 of Accreditation Standard II.B.1-The institution assures the quality of student support services.

		and from each batch of practicum cohorts as means of program evaluation. Student Learning Outcomes (SLOs) will be conducted on an annually to ensure that service standards are met.	
SS 2c) In what ways and to what extent does program support College Mission statement?	2c) In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the College Mission?	Mental wellness is essential to student success so in this aspect our mission is in line with that of our college mission. By ensuring students have access to quality mental health care and support, Psychological Services provides opportunities for academic, personal and emotional growth and development. In addition, the provision of mental health services is in line with research that shows its importance for academic achievement and the enhancement of the college experience.	Please address part 2 of Accreditation Standard II.B.1-The institution ...demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution. The college Mission Statement can be found at: http://deanza.edu/about/mission.html
Part 3		Accreditation Standard II.B.3	
	3a) In what ways and to what extent does the program assure equitable access for all students?	1. All currently enrolled students are eligible for services. 2. A maximum of 10 sessions are provided at no charge. The limit of sessions is to ensure breadth of care in terms of the number of students enrolled at the college. 3. Group therapy is offered to all students, and there is no limit on the number of times they may attend group. Presently, there are four groups: LGBTQ+ group, Women's Group, Men's Group, and Creative Expressions group. Groups meet once a week for 1.5 hours. 4. Referral services are available for continuing care and are provided as part of the termination process. 5. Regularly scheduled outreach events provide psycho-educational opportunities that complement individualized sessions. 6. Outreach events as publicity to highlight accessibility to care. 7. The recruitment of graduate interns who are accumulating hours towards licensure (with no monetary reimbursement of hours worked) greatly expanded the availability of clinical hours for De Anza students.	Accreditation Standard II.B.3.a-The institution assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method. Please address how the program is, or plans on, incorporating universal design concepts into its operations (materials, processes, activities, professional development, etc.) to assure that the program's services are accessible and effective for all students regardless of personal demographics or background. Cite specific examples.

<p>SS 3b) State ways and extent that program encourages personal and civic responsibility.</p>	<p>3b) In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?</p>	<p>1. Provided (at intake) with paperwork that spells out the terms under which services are provided and expectations of student responsibilities with regard the acceptance of services 2. The terms for treatment are then reiterated at the first face to face meeting where the opportunity exist for clarifications for any query related to the paper version with regards the parameters guiding treatment.</p>	<p>Accreditation Standard II.B.3.b-The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.</p>
<p>SS 3c) State ways & extent program designs, maintains and evaluates counseling &/or academic advising</p>	<p>3c) In what ways and to what extent does the program design, maintain and evaluate counseling and/or academic advising programs</p>	<p>Practicum Interns are recruited through the Bay Area Practicum Information Collaborative (BAPIC). This is a consortium of all the professional schools of professional psychology in the Bay Area. Practicum interns train with us for hours towards graduation per their Ph.D or Psy.D program. These interns work for no monetary reimbursement in exchange for hours earned towards graduation in their clinical psychology program. They are evaluated three times a year on their performance of psychological and therapeutic counseling skills.</p>	<p>Accreditation Standard II.B.3.c-The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. (Answer only if applicable to the program under review)</p>
<p>SS 3d) State ways & extent program support/enhances student understanding & appreciation of diversity</p>	<p>3d) In what ways and to what extent does the program design and maintain practices and services that support and enhance student understanding and appreciation of diversity?</p>	<p>1. The training program for interns emphasizes a plurality of theoretical understandings of human psychology and behavior. 2. We are an equal opportunity recruiter of practicum interns of diverse ethnic, gender, socioeconomic, special needs and language backgrounds to meet the diverse needs of our De Anza students. 3. Outreach events encompass issues of concerns that relate to students of color, students from disenfranchised backgrounds, LGBTQQAI communities, Veterans, International students, student athletes, etc.</p>	<p>Accreditation Standard II.B.3.d-The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.</p>
<p>SS 3e) State ways & extent program regularly evaluates admissions & placement practices</p>	<p>3e) In what ways and to what extent does the program regularly evaluate admissions and placement instruments and practices to validate their effectiveness while minimizing biases?</p>	<p>Not Applicable.</p>	<p>Accreditation Standard II.B.3.e-The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.(Answer only if applicable to the program under review)</p>

SS 3f) State ways & extent program maintain student records securely & confidentially?	3f) In what ways and to what extent does the program maintain student records permanently, securely and confidentially, with provision for secure backup of all files?	All charts are kept in locked files in secured rooms. We are HIPAA compliant with HIPAA, California law, and the standards set forth by the American Psychological Association.	Accreditation Standard II.B.3.f-The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.
PART 4		Staffing	
SS 4a) Have there been any significant staffing changes since the last APRU?	4a) Have there been any significant staffing changes since the last APRU?	Yes. The department hired a part-time licensed clinician and two part-time unlicensed clinicians to help supervise and provide additional direct services to students. Dr. William Firmender replaced Dr. Siew Kuek and is currently the Interim Director.	Please explain any significant changes in Classified, Faculty, and Administration positions that have occurred over the past year.
	4b) Are there any significant staffing changes that will be needed?	Psychological Services will need to hire at least one full-time licensed clinical social worker to allow for more direct services to students, as well as provide case management and help with referrals.	Please identify any anticipated changes in Classified, Faculty, and Administration positions that could occur over the next year. (Explain why these changes may be needed, i.e. new directions, retirements, policy issues, etc.).
PART 5		Facilities	
	5a) Have there been any significant facility changes since the last APRU?	The Psychological Services department moved into a new, facility during the summer of 2019. The new center is located on the second floor of the RSS Building, between Academic Counseling and International Student Programs. While it is understood that a move was in the best interest of the college, being upstairs between two other programs poses multiple challenges. First, the lack of a private exit means that, in the event of a psychological emergency when police and/or emergency services are required, it will be impossible for a student to leave the area without walking past the crowded Academic Counseling waiting area. Students having a psychological emergency are handcuffed by police and taken to an ambulance. This breach of confidentiality has the potential to affect student honesty with their therapist, as well as cause legal problems for the school. Second, the lack of a private entrance is likely to increase barriers to treatment, as some students believe it is obvious where they are going if they come upstairs and walk past the academic counseling desk. Further, some international students have expressed concern at having Psychological Services so close to ISP	Please explain any significant changes in program facilities that have occurred over the past year.

		due to the stigma many international students toward mental health issues.	
	5b) Are there any significant facility changes that will be needed?	In the short-term, Psychological Services could benefit from 1 or 2 additional rooms. There are currently 9 full- or part-time clinicians and only 5 rooms, meaning people's schedules must line up perfectly to ensure there is enough room to accommodate everyone. In the long-term, the Psychological Services department would benefit from a stand-alone facility that is not shared with others areas and large enough to meet the space needs. This will allow for more privacy, adequate rooms to see several clients per hour and the creation of a peaceful and soothing space conducive to supporting student mental health. Psychological Services needs a permanent location not subject to moving every one to two years. The constant move of the physical office is a barrier to treatment, does not bode well for staff morale, and may affect student confidence in quality of services. In addition, being in housed in the counseling center will be problematic when there are major psychiatric emergencies, as the only way for emergency responders to remove students from the area is through the crowded general counseling waiting room and down the elevator.	Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed).
	PART 6	Equipment	
	6a) Have there been any significant equipment changes since the last APRU?	None	Please explain any significant changes in program equipment that have occurred over the past year. (Instructional and non-instructional)
	6b) Are there any significant equipment changes that will be needed over the next year?	Updated white noise (sound) machines would be helpful. Presently, there are not enough sound machines for each room - and the ones the department does have are showing signs of wear. It would also be helpful to have a projector for group therapy, group supervision, and outreach events.	Please identify any anticipated program equipment needs that could occur over the next year. (Explain why these changes may be needed. Include both instructional and non-instructional needs)
	PART 7	Operational Costs	
	7a) Have there been any significant operational cost changes since the last APRU?	None	Please explain any significant changes in program operational funding that have occurred over the past year-
SS 7b) Will any significant operational cost changes be needed over the next year?	7B) Are there any significant operational cost changes that will be needed over the next year?	None	Please identify any anticipated changes to operational cost needs that could occur over the next year. (Explain why these changes may be needed.)

		PART 8	Organizational Alignment	
SS 8a) Have there been any significant organizational alignment changes since the last APRU?	8a) Have there been any significant organizational alignment changes since the last APRU?	None		Please explain any significant organizational alignment changes that have occurred over the past year.
	8b) Are there any significant organizational alignment changes that will be needed over the next year?	Yes. A full-time Licensed Clinical Social Worker to provide direct services to students, as well as provide case management, such as helping students understand their insurance, access providers, and help with referrals.		Please identify any anticipated changes to organizational alignments that could occur over the next year. (Explain why these changes may be needed.)
		PART 9	Regulations/Laws/Policies	
SS 9a) Have there been any significant changes in regulations/laws/policies since the last APRU?	9a) Have there been any significant changes in regulations/laws/policies since the last APRU?	The California State Legislature approved a one-time funding of \$10 million for California Community Colleges to support mental health services and training (Senate Bill #1004 Chapter 843.) De Anza College is allocated \$136,435.00.		Please explain any significant changes in regulations/laws/policies that have occurred over the past year. (Federal, State, Local, District, college, etc.)
SS 9b) State significant changes in regulations/laws/policies affecting program over next year.	9b) Are there any significant changes in regulations/laws/policies that will affect the program over the next year?	In light of Senate Bill #1004 Chapter 843, program planning over the next five years will take into account this additional funding.		Please identify any anticipated changes in regulations/laws/policies that could affect the program over the next year. (Federal, State, Local, District, college, etc.)
		PART 10	Professional Development	
SS 10a) State any significant professional development activities for the program since last APRU.	10a) Have there been any significant professional development activities for the program (or others) since the last APRU?	None.		Please explain any significant professional development activities that have occurred over the past year. Include the nature, reason, significance, and outcomes of the activities.
SS 10b) State any significant professional development needs for the program for the next year.	10b) Are there any significant professional development needs for the program (or others) over the next year?	1. SIVRA 35: Training for every new faculty hire. 2. Mandated (by the California Board of Psychology) training in "Clinical Supervision" for clinicians in supervisory role. 3. Mandated training in "Law and Ethics" for clinicians in supervisory role. 4. Mandated training in "Suicide Intervention Skills" for clinicians in supervisory role.		Please identify any anticipated professional development needs for the program over the next year. Include the anticipated nature, reason, significance, and outcomes of the activities.
		PART 11	Curriculum, Student Success, and Equity	
SS 11a) Have there been any significant curriculum changes since the last APRU?	11a) Have there been any significant curriculum changes since the last APRU?	Not Applicable		The 2017-18 course data is located at: http://deanza.edu/ir/program_review/program-review.17-18.html Please explain any significant curriculum changes that have occurred over the past year.

SS 11b) State any significant curriculum issues that will affect the program over the next year.	11b) Are there any significant curriculum issues in that will affect the program over the next year?	Not Applicable	Please identify any anticipated curriculum issues in that could affect the program over the next year.
SS 11c) State the aggregate student success rate in the instructional portions of the program?	11c) What is the aggregate student success rate in the instructional portions of the program?	Not Applicable	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf . If student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?
SS 11d) State gap of student success rates with targeted groups.	11d) What are the student success rates between groupings of students? Is there a success rate gap that exceeds 5% between any of these groupings?	Not Applicable	The college equity goal is to have no more that a 5% student success gap between any groupings of students. Please explain any gaps exceeding 5% and what plans are in place, or are being made, to address closing this gap
	PART 12	Other	
SS 12a) Have there been any other significant program changes since the last APRU?	12a) Have there been any other significant program changes since the last APRU?	Psychological Services received a mental health allocation for FY 2018-2020 and was awarded a Mental Health Services Grant for 2020-2021. The most pressing issue for the department is the increased demand for psychological services during Fall quarter 2019. So many students sought services, a waitlist became necessary. Psychological Services implemented a tiered triage system so that students who report the most severe mental health issues can be seen first. In order to provide students the maximum number of options regarding their mental health treatment, when students schedule an appointment, they are provided both a list of low-cost community referrals and flyers regarding our four weekly ongoing therapy groups. However, it would be ideal to have enough therapists to accommodate the needs of our students without adding them to a waitlist.	Please explain any other significant program changes that have occurred over the past year.
	12b) Are there any other significant issues that will affect the program over the next year?	Two considerations: 1. Demand has been increasing year to year. 2. Demand for extended care (beyond the 10 session limit) has also increased.	Please identify any other anticipated issues that could affect the program over the next year.

	PART 13	Student Services Learning Outcomes and Accreditation Standard II.B.4	
	13a) What are the current/active program outcome statements?	1. The Counseling Center Assessment of Psychological Symptoms-62 (CCAPS 62) was utilized as a tool to assess for multiple areas of concern with students at intake: Depression, Anxiety, Suicidality, Homicidality, and Substance Abuse.	Please list all of the Student Services Learning Outcomes (SSLO) statements for the program. (Cut/paste from TracDat, APRU or other documents.)
	13b) How many SSLO/SLO statements have been assessed since the last APRU?	No SSLOs have been asses since the last APRU. We are currently in the process of updating the SSLOs and data collection for student treatment outcomes began in Fall 2019. The CCAPS has allowed us to better flag students with issues of concerns that are potentially lethal and to provide treatment appropriate to the seriousness of symptom presentation.	Please identify the SSLO statements that have been assessed over the past year. (Cut/paste from TracDat, APRU or other documents.)
	13c) Summarize the outcomes assessment findings and resulting program enhancements made since the last APRU.	Please see 13b.	Please summarize the outcomes assessment findings and resulting program enhancements made over the past year. (Cut/paste from TracDat, APRU or other documents.)
	13d) What are the program outcome assessment plans for the next year?	1. Permission for usage of the CCAPS-62 was given on a goodwill basis by the developer of the instrument. The terms for use specified that we were allowed to use the instrument but to not publish our results in any form. The CCAPS-62 has been offered as a licensed online data collection and processing service that will, for a small fee, generate information for a variety of mental health functioning for each protocol scored. We, at the Psychological Services Department, would like to adopt the online service to track pre and post treatment results of students accessing our services. This will help generate data attesting to the	Please indicate which SSLO/SLO statements will be assessed over the next year and when. (Include any plans to create new outcome statements.)

		<p>quality of services provided. The plan is to collect information over a three-year period. • Date of Implementation: Fall 2019 • Projected Activity: 2019/2020 • Projected Activity: 2020/2021 • Projected Activity: 2021/2022 • Target: As a result of treatment, there will be an improvement in symptoms as evidenced through a comparison of pre and post treatment results on the CCAPS-62.</p> <p>2. Psychological Services will begin tracking no-show rates in Spring 2020. The goal will be to establish a baseline for how many students do not attend appointments, or cancel within 24 hours of appointment.</p> <p>3. Each group therapy facilitator will construct a brief outcome measurement designed to assess the psychological benefit for attending group.</p> <p>4. Students will know how to access mental health services on campus.</p> <p>5. Students will understand what services are offered by Psychological Services.</p> <p>6. With the departure of the tenured Psychological Services Director/Counselor, the campus must hire a replacement by the end of the Winter 2020 quarter. Also, an LCSW, along with additional licensed MFT/Ph.D./Psy.D therapists are needed.</p>	
	Part 14	APRU Summary	
	<p>14) Where has the program come from since last year, where is it now, and where does it anticipate or need to go over the next year?</p>	<p>1. There has been an increase in demand and provision of clinical services as evidenced by the increase in clinical hours provided to meet those demands. 2. There is limited space for expansion for the department as evidenced by the constant move that the department has been subjected to in order to</p>	<p>Based on the information provided in Parts 1 through 14 above, please summarize: 1) Where the program has come from since the last APRU? 2) Where the program is now, and 3) Where the program anticipates or needs to go over the next year.</p>

		accommodate overall campus support service needs. This does not bode well for staff morale nor quality of care. 3. There is a need for a more permanent location to ensure continuity of care that ethically prioritizes the mental health of our students.	
	Part 15	Divisional Perspective	
	15a) Name of the Division and the names of the programs.	<p>Student Development Division:</p> <ul style="list-style-type: none"> •Health Services (Health Education and Wellness, Psychological Services, Clinical Services) •Extended Opportunities Programs and Services •College Life (DASB and ICC, Student ID, Eco Pass, Flea Market) •Student Judicial Affairs •HEART (Harm Evaluation Assessment Reduction Team) •Americans with Disabilities Act (ADA)/504 Compliance •Unlawful Harassment and Discrimination Coordination Guardian Scholars (Foster Youth) 	Write the name of the division and the names of the programs that are submitting APRUs
	15b) Who wrote the Divisional Perspective?	Michele LeBleu-Burns, Dean of Student Development and EOPS/CARE	Enter the name or names of those who authored this Divisional Perspective.
	15c) Summarize the APRU written by the programs of the Division.	The Student Development Division, which is comprised of Extended Opportunities Programs and Services, the Office of College Life, Health Services, Student Judicial Affairs and ADA/504. Has continued to grow over the past several years as program areas have been added or developed to address the educational, social, learning	Please summarize all the APRUs to be submitted in the Division. Provide a Division wide perspective on the CPRs explaining how they all fit or work together into a cohesive division plan.

		<p>and development needs of a diverse student population, by cultivating strategic partnerships with other student services and instructional departments/divisions, faculty, staff and administrators. Due to the length of tenure of the division employees, changes in the form of employee retirements will be a challenge over the next several years. In addition, declining enrollment has and will potentially have a continued negative effect on department revenues. This is specifically true for College Life, which relies on student body card sales and Flea Market revenues to support clubs and student government and the many campus programs funded by the student body senate including student tutoring, athletics, Vasconcellos Institute for Democracy in Action (VIDA) and the Honors Program to name a few. Health Services, which includes Clinical Health Services, Health Education and Wellness and Psychological Services have also seen declining revenues from the health fee as a result of the decrease of enrollment college-wide. Despite these challenges, the division has consistently provided high quality, student centered services to De Anza College Students.</p>	
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