



2020-
2021

Annual Report

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with assistance from Mr. Criss Gilbert, Testing Center Coordinator

UWL Counseling & Testing Center Annual Report 2020-21

ANNUAL REPORT

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Counseling and Testing Mission Statements

Vision: Counseling

The CTC strives to foster a connected, accessible, compassionate campus community.

Mission: Counseling

Our mission is to promote students' psychological, academic, social, and cultural growth through professional and confidential counseling services. We accomplish this by maintaining an environment of compassion, collaboration, and inclusivity. We strive to foster a connected, accessible, compassionate campus environment where students can grow and attain their personal and academic goals.

Values: Counseling

Compassion

Collaboration

Inclusion

Access

Vision: Testing

The CTC strives to provide a welcoming testing space which provides secure, confidential and dependable assessment services to all.

Mission: Testing

Our mission is to meet the needs of any examinee by providing access to professional and efficient testing services that adhere to nationally recognized standards.

Values: Testing

Professionalism

Dependability

Knowledge

Scope of Service Statement

Services We Provide:

The UWL Counseling & Testing Center (CTC) utilizes a brief, solution-focused and strengths-based counseling model founded in our staff's diverse theoretical orientations and disciplines. Therapy is focused on helping students resolve or effectively manage a specific problem or challenge, or to make a desired change. Frequency of therapy sessions is most often every other week, and the average number of sessions per student is 4.

Specific services include:

- Initial assessment (triage) appointments
- Short-term individual counseling
- Crisis counseling through our Urgent Care
- Group counseling
- Workshops
- Outreach programming
- Referral services
- Couples counseling (if both individuals are eligible for services)

Examples of concerns that we commonly treat:

- *Personal concerns:* stress, anxiety, depression, anger, loneliness, low self-esteem, grief, social anxiety
- *Relationship concerns:* romantic relationship difficulties, interpersonal conflicts, family concerns
- *Cultural and Identity concerns:* impact of oppression, power, privilege, identity and intersectionality; empowerment and identity development/exploration
- *Developmental concerns:* adjustment to college, life transitions, identity (e.g., personal and cultural)
- *Academic concerns:* performance anxiety, perfectionism, low motivation
- *Trauma or Interpersonal/Relationship Violence:* Assessment, stabilization and treatment within a brief therapy model
- *Self-harm and/or suicidality:* Acute and/or manageable suicidality and/or self-harm thoughts, urges and behaviors
- *Other concerns, which may include:* effects of a recent trauma, spirituality and/or religious identity, body image, food preoccupation, wellness concerns (e.g., sleep), financial stressors, concerns related to mild or moderate alcohol or other drug use/abuse

Services Outside of our Scope:

In keeping with the brief therapy model of the CTC, students whose needs require long-term and/or intensive support will generally be referred to community resources for ongoing treatment. Students whose needs fall outside the scope of services or scheduling availability of the CTC are also referred to community resources. The CTC provides referrals after the initial visit or as

reasons for referral become more apparent over time. The CTC's clinical case manager assists students in finding appropriate and available resources as needed.

Some of the concerns and/or needs that are commonly addressed through a referral to an off-campus provider may include:

- Students with concerns which a brief therapy model of treatment will not appropriately address.
- A need, or request, for uninterrupted individual services over multiple semesters.
- A need, or request, for treatment modality or area of expertise not provided by CTC staff.
- A need, or request, to be seen differently than what is clinically recommended. For example, a student requests weekly individual therapy sessions when this may not be recommended by the clinician.
- Students with active eating disorders requiring extensive medical monitoring.
- Students who need services other than what is offered at the CTC. Reasons may include:
 - Students seeking psychological assessments or evaluations for selection, performance prediction or forensic purposes.
 - Students who have not complied with treatment recommendations.
 - Students who are already receiving concurrent ongoing therapy with another mental health provider. This does not include when students are receiving mental health care during breaks when they cannot be receiving care from CTC.
- Students seeking therapy for the sole purpose of obtaining documentation for another office (e.g., Social Security disability evaluations, court-mandated substance use treatment, evaluations for emotional support animals).
- Presence of one or more of the following, such that the best treatment would be a higher level of care, such as an intensive outpatient program (IOP):
 - Alcohol and Other Drug Addiction
 - Eating disorders
 - Chronic thoughts and/or attempts of self-injury and/or suicide
 - Obsessive-compulsive disorders requiring more intensive care
 - Personality disorders warranting a DBT program
 - Extensive history of childhood sexual trauma

Statement on Inclusive Excellence

At the University of Wisconsin-La Crosse, diversity and inclusion are integral to the achievement of excellence. As part of the university's implementation of Inclusive Excellence, the Counseling and Testing Center is committed to:

- Forging thoughtful relationships with groups of students who are traditionally underserved by mental health services.
- Making our office-based services as comfortable and inclusive as possible, so that all students feel our services fit their needs.
- Using our existing knowledge and expertise to benefit the cultural competence of the campus community.
- Continuing growth and development of our own cultural competence: personally, professionally, and as a staff.

Accreditation

Since 1979 the International Association of Counseling Services, Inc. (IACS) has accredited the University of Wisconsin–La Crosse Counseling & Testing Center. Accreditation by IACS certifies that the CTC meets or exceeds certain criteria and standards that are applied exclusively to college and university counseling centers. The CTC is the longest standing IACS accredited Center in the UW System.

Notes of acknowledgement

The 2020-21 year started and ended amid a global pandemic. The Counseling and Testing Center (CTC) would not have been able to meet demands for services in a virtual format, in the midst of ever-changing circumstances, were it not for the dedicated CTC staff who work determinedly to meet the student and campus needs.

The CTC continued to evolve and change this year, and similar to last year, there were both planned and unplanned changes. The impact of the global pandemic reached every area of our office, and those impacts will be elucidated in their respective sections.

The CTC welcomed two new Counselors to our staff- Ashley Jochimsen, LPC-IT and Amanda Lo, APSW, are two skilled clinicians who joined us when our physical office was closed, and onboarded completely remotely. While a very challenging task, both Ashley and Amanda jumped right in, learning quickly and adding energy to our virtual team. The entire CTC team assisted in getting our new staff up-to-speed, and for that I am grateful. Some of our newest clinical staff members have training licenses and are therefore supervised. Liz Stine, LPC, Dr. Teresa DePratt, and this writer provided that supervision.

As the year ends, we have said goodbye to six staff members. Kelly Ehleiter, LPC, Tara Farmer, LPC, Chris Hughes, LCSW, and Liz Stine, LPC, all resigned from their positions in the CTC. Collectively, they possessed decades of clinical experience that will be greatly missed this year. We also said goodbye to Charlene Holler, Academic Skills Specialist and testing center associate this year, when she retired after 44 years of amazing service to our center and countless UWL students. Finally, Erika Keath, front office coordinator, resigned from her position in June 2021. We are thankful that our part-time associate, Andrea Matson, accepted a move to this full-time position, which granted us a seamless transition and continuity of care, not to mention a warm, caring, and hard-working professional at our front lines.

Our Testing Center continues to see challenges with funding, but was able to provide consistent services Tuesday-Saturdays this year, starting in August. Due to the testing center being a self-sustaining enterprise, the closure led to Mr. Criss Gilbert, Testing Center Coordinator and Office Manager, moved into covering the testing center Wednesday-Saturday, with Ms. Holler continuing to staff on Tuesdays. This was a significant undertaking and the Criss is the reason our testing center has been sustained this year. I am exceptionally grateful for his diligence and hard work, and look forward to having a new testing associate starting soon.

I would like to express my appreciation to all the Counseling and Testing Center staff members who helped make 2020-2021 a successful year even with so many challenges. Their hard work, talent, collaborative teamwork, and genuine concern for students help to improve the quality of students' lives, the climate of this great campus, and ensure that students experience academic success and personal growth.

Staff

Gretchen Reinders, PhD, LP; Director

Crys Champion, PhD, LP; Senior Counselor & Assistant Director

Teresa DePratt, PhD, LP; Psychologist, Diversity & Inclusion Liaison

Kelly Ehleiter, MS, LPC; Counselor

Tara Farmer, MS, LPC; Counselor/Clinical Case Manager

Criss Gilbert, MS; Testing Center Coordinator, Office Manager

Charlene Holler, M.Ed; Academic Skills Specialist, Testing Center Associate

Chris Hughes, MSW, LCSW; Counselor

Ashley Jochimsen, MS, LPC-IT; Counselor

Beck Johnson, MS, LPC; Counselor

Erika Keath; University Services Associate 2, Front Office Coordinator

Sam Lee-Hodges, PhD, LP; Psychologist, Training Coordinator

Amanda Lo, MSW, APSW; Counselor

Katelyn Longmire, MS, LPC-IT; Counselor/Outreach Coordinator

Andrea Matson; University Services Associate 2, Front Office Associate

Liz Stine, MS, LPC; Counselor

Direct & Indirect Services: with special focus on the impact of COVID-19

The primary goal of the CTC is the provision of direct counseling services to UWL students. Direct service includes clinical assessments, counseling (individual, group, and occasional couples), consultations, crisis intervention, and academic skills counseling. Indirect services include Let's Talk consultations, relaxation room visits (not available this year due to the pandemic), as well as outreach. Our varied and comprehensive outpatient services that we conduct as a Center were offered primarily in a virtual format this year, and because of the uniqueness of this year, this writer has altered the typical annual reporting of utilization data and instead summarized the impact that COVID-19 has had on our service delivery.

Nearly 100% of our direct and indirect services offered at the CTC were done so via telemental health this entire year. This was done in accordance with our "return to work plan" authored in summer of 2020 (see **Appendix A**). This plan followed the best practice guidelines from that time frame (early months of the pandemic), from professional associations as well as national, county-level and UWS guidance at the time.

Of note, many if not all of the trends we noticed this year regarding counseling services were consistent with national trends, especially for those campuses who has mostly virtual learning and limited in-person operations. A primary comparative data set came out the Center for Collegiate Mental Health (CCMH). CCMH is a research network comprised of over 650 college and university counseling centers. They collect data through routine clinical practice from college and university counseling centers, and they specifically looked at mental health trends amid the pandemic in a 5-part blog series.¹ The data gathered elucidated several trends that college counseling centers were seeing, and provided needed connections to best understand the complexity of what students were experiencing. While the entire blog series is a helpful tool, some data points relevant to our reporting include:

- At the beginning of treatment, students were asked if their reasons for seeking services were related to the COVID-19 pandemic. Of the 47,797 clients who provided data, 33% indicated that their reasons for seeking services were related to the COVID-19 pandemic or related events, while 67% did not. In other words, the majority of students seeking mental health care did so for reasons other than COVID-19.
- Student self-reported distress increased slightly and temporarily in the areas of Eating Concerns and Family Distress, whereas Academic Distress demonstrated a more substantial and sustained increase. Other areas of distress (Depression, Generalized Anxiety, Social Anxiety, Alcohol Use, Hostility, General Distress, and Suicidal Ideation) remained relatively stable from Fall 2019 to Fall 2020.
 - Student's self-reported Academic Distress appears to be uniquely elevated both for students seeking services because of COVID-19 and for whom mental health was negatively impacted.

¹ <https://ccmh.psu.edu/blog>

- In the 2019-2020 academic year, the average counseling center served more unique students (compared to 2018-2019) until the onset of COVID-19 when the number of new students seeking services slowed dramatically. During Fall 2020, there was a 32% average decrease in the number of unique students seeking mental health services compared to the Fall of 2019.
- In academic year 2019-2020, the average counseling center provided more appointments (compared to 2018-2019) until the onset of COVID-19. During Fall 2020, there was a 19% average decrease in the number of attended appointments compared to Fall 2019.
- When comparing Fall 2020 to Fall 2019, the 19% decrease in attended appointments was substantially less than the 32% decrease in students treated. As a result, students seeking mental health services in Fall 2020 actually received an average of 20% more services compared to students seeking treatment in Fall 2019.

Triage and Intake

At the CTC, students most often access services through initial assessments, triage and intake visits. Consistent with CCMH data, our Center saw a decrease in these visits this year. Compared to the last academic year not impacted by COVID-19 (2018-19), the CTC saw 26% fewer triage and intake visits. The differences in the reported presenting concerns has not yet been summarized by our UWS survey. However, internal data collection indicates similar commonly reported presenting concerns as a more typical year. Similar to CCMH data, we saw a large increase in students reporting academic concerns, specifically procrastination, attention, and motivation. There was also a moderate increase in eating-related concerns compared to other years. See **Appendix B** for a summary.

Individual therapy

Our most frequent session type is the individual counseling session. Representing 60% of our visit types, individual sessions also decreased this year, but only by 7%. Therefore, similar to CCMH trends, although we saw less students overall, the clients served this past year received more services than in a typical year. This was likely due to the severity and acuity of those seeking us out, as well as more availability to provide either more sessions overall or more frequent sessions. Of note, our average number of one-on-one individual therapy sessions (excludes triage and intake visits) hardly rose, but increased from 4 to 5, before therapy terminated or the client discontinued services. The range varied from 1 session to 23 individual therapy sessions. Ninety-five percent (95%) of clients were seen within the brief therapy model of the CTC (12 visits = triage, intake, and 10 individual therapy sessions).

Urgent Care

Students can access a same-day crisis session every day that the CTC is open. Perhaps the most challenging to navigate in a telehealth format (as the clinician is unable to assess appropriateness for a virtual visit, and is often assessing suicide risk without being in person with the student, our urgent care visit numbers were significantly lower this year (down by over 75%). While this is a

function of the overall demand being lower, crisis appointments were needed less because we had availability for triage within 1-3 business days the entire year.

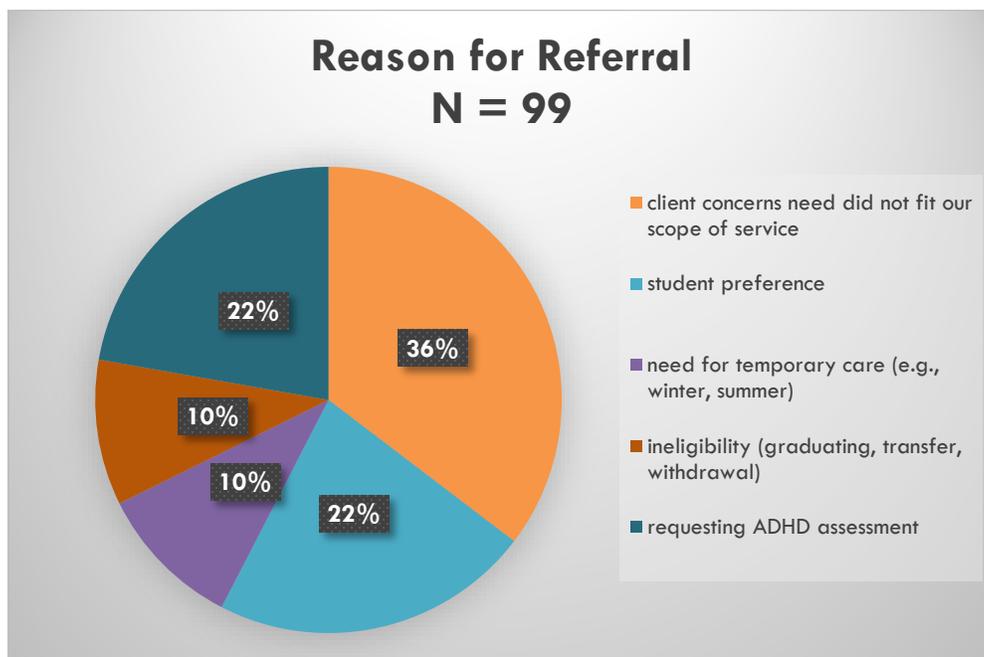
Consultation visits

Consultation visits occur for a variety of reasons, often to discuss with a student what their needs are, to bridge services, or to connect with a friend or family member of a client regarding their care (with client permission). Consultation visits were not impacted by COVID-19, with our number remaining consistent this year.

Referral visits

The CTC has a Counselor, Tara Farmer, LPC, who also serves as a case manager. In this role, she helps students navigate insurance and other health care needs when they leave UWL or need specialized services, or request a referral. This visit type is the only one that has increased this year, by 7%. This increase is likely related to an increase in clinical staff making referral visits, as well as the challenges of remote counseling across state lines or for students have more access to referrals within network, since most mental health professionals pivoted to telehealth.

During the 2020-2021 academic year, Ms. Farmer assisted in 99 student referrals to services outside of the UWL campus community. The chart below summarizes the reasons for referrals such as these.



Group counseling

In addition to individual direct service contacts, the CTC offered group counseling options this academic year, as well as academic skills workshops. See **Appendix C** for images of the advertisements. Consistent with safe practices, groups were offered in a virtual format. This required additional legwork to adjust policies and procedures for group. Specific informed consent, screening, and education for staff was provided by our Group Committee. Similar to individual sessions, we saw a reduction in group participation this year. Our structured and supportive group workshop, Pathways, ran less frequently than in the past two year, and often only had 1-2 participants in it (for comparison, the fall 2019 semester saw 106 students in Pathways and fall 2020 saw 38).

Group membership in all other counseling groups ranged from 4-9 members. We continue to offer workshops and groups to meet unique demands of certain groups of students. This year, we offered a COVID-19 support group, a wellness group for student RAs (upon request), a Students of Color support group, and a mediation drop-in group. These groups had limited success, with very few students joining or dropping in. We did continue to see success in our consistently offered groups on depression, grief/loss, anxiety, mindful eating, and our trauma recovery group. Of note, CCMH data showed an increase in eating concerns and this was reflected on our campus as well; our mindful eating group filled quicker than it ever has before.

Academic Skills

As noted in both CCMH and our internal data collection, students presented to counseling with a significant increase in distress around academics. They endorsed problems with performance, motivation, attention, and procrastination. Our referral visits specific to ADHD assessment requests increased from last year. It goes without saying that student across the nation and here at UWL had difficulty with primarily remote learning, and in being out of the classroom. Even with that demonstrated need, our Academic Skills Specialist, Charlene Holler, saw fewer students than in any previous year.

Let's Talk

Consistent with the CTC mission and commitment to Inclusive Excellence, our Center has established participation in the Let's Talk consultation outreach program. Based upon the model developed at Cornell University, this program attempts to reach underserved populations at the University of Wisconsin-La Crosse who might be unlikely to seek traditional mental health services. "Let's Talk" was offered virtually this year via the secure platform, WebEx. Similar to other CTC services, Let's Talk saw a reduction in students seeking that resource. Of the 20 students who accessed Let's Talk, 75% had never utilized CTC services before; this was their first point of contact/access.

Individuals who used Let's Talk resources over the 2020-2021 academic year identified overwhelmingly as cisgender female, white, and undergraduate. Specifically, 20% First Year, 10% Sophomore, 25% Junior, 20% Senior. We did not have class standing for all who attended Let's Talk.

Single Session Clinic (SSC)

A goal from our previous year, one that is closely aligned with our CTC value of Access, was piloting a Single Session Clinic (SSC). Planned for spring of 2020 but halted due to sudden campus closure, we did pilot this program in spring of 2021. However, due to questions about widely implementing a type of service delivery that was not meant to be started in remote format, and a campus crisis that required immediate and repeated focus on crisis response, we did not start offering SSC until March 30, 2021. We offered 20 single session slots in the final 5 weeks of the semester and only listed them as an option on our [website](#). Only three were scheduled, most likely related to limited advertising and reduced demand, making this access point similar to other appointment types available to students.

Outreach

Outreach programming activities are the most diverse programming function of the CTC. The outreach goal is the delivery of preventive, consultative, educational, and developmental programs to the UWL campus' students, staff, faculty, parents, as well as various civic, health, and educational institutions in La Crosse and surrounding areas. The formats range from classroom presentations, speaking at conferences, workshops, and community networking. All of the CTC clinical staff, the academic skills specialist, and testing coordinator participate in outreach.

As with other services, the majority of our outreach this year was done in a virtual format. Further, we saw a shift in our programming in two significant ways: first, our Outreach, Prevention, & Education (OPE) committee headed up the ongoing needs for website updates during the pandemic. Continuing from last spring, the CTC increased our self-help page, and updated our clinical services information (including adding a tab for understanding virtual services and a video tutorial for accessing sessions via Zoom). We also highlighted the new SilverCloud service. SilverCloud is a mental health platform free to students and available 24/7, offering modules and coping skills help on a variety of mental health concerns. Second, the CTC partnered with Peer Health Advocates (PHA) in our Wellness area in significant ways, in order to better connect students to our services while they learned remotely. The second most popular Instagram post from the PHAs was our joint mental health posts offered weekly. In addition, CTC worked with university communications on an Instagram takeover that was viewed in its entirety by over 1000 students.

CTC staff provided a total of 25 outreaches this academic year, a decrease of 50% from the previous year. This does not include the summer START program from 2020, which reaches all incoming students and their parents. Our most requested programs are related to stress/anxiety management, learning about the CTC services, and how to help students in distress. Faculty and staff request the most programming.

Outreach also includes crisis response. This spring, UWL lost a student to suicide. The impact of this tragedy was far-reaching and enduring. The CTC played an important role in campus postvention activities in both the immediate and the weeks following the death. We went both physically and virtually to spaces on campus most impacted, were a supportive presence at processing spaces, with a focus on students first but also assisted the faculty members who knew the student who died.

Testing Services

The UWL Testing Center administers exams for admission, certification, licensure, employment screening and UW course placement. We strive to meet the needs of any examinee by providing access to professional and efficient testing services that adhere to nationally recognized standards. We aim to provide a welcoming testing space which provides secure, confidential and dependable assessment services to all, so everyone can fully participate in learning and demonstrate their knowledge and strengths through assessment. The Test Coordinator continually explores expanding programs to better serve UWL students and the La Crosse community.

LESSONS LEARNED IN 2020 – 2021:

We learned we could pivot quickly to close the test center and reschedule candidates during a public health crisis. An emergency contact list was developed for all our test providers so they could be quickly contacted when the Test Center had to close abruptly.

We learned how to safely welcome students, staff, and the public back into our testing space for exams while putting no one at undue risk for exposure by implementing a well thought out reopening plan modeled after those provided by some of our test vendors.

We learned we could still provide outstanding customer service while enforcing pandemic protocols. Staggered scheduling, limited seating to ensure physical distancing, frequent deep cleaning, and self check-in were all part of our overall plan.

We looked closely at the core of our mission and began gathering data at a granular level to more accurately assess how we are meeting the testing demands of UWL and the community. We believe this has made us more nimble, adaptive, and flexible, able to serve UWL students and the Coulee region with exams that help drive economic and educational development.

SIGNIFICANT DEVELOPMENTS IMPACTED TESTING SERVICES IN 2020 - 2021:

Charlene Holler retired after 44 years with UWL, and over 25 years working in the Testing Center.

Heather Walley was hired as a Testing Center Associate and will begin working 24 hours per week in July 2021.

Criss Gilbert celebrated 10 years coordinating testing programs at UWL in April 2021.

The Counseling & Testing center underwent a significant remodeling in June 2020, concluding in August just before the Test Center reopened. This reconfigured the reception area and both of our private test rooms.

The local corporate owned Prometric Test Center in downtown La Crosse closed permanently in July 2020. The Prometric Test Center in Eau Claire also closed at the same time. UWL's Testing Center subsequently captured a larger market share no longer being served by the corporate owned test centers.

PSI acquired the WI Insurance contract from Prometric, directing this business to our center. At the request of PSI, we lengthened our test day by 30 minutes, creating an opportunity to deliver longer, higher paying exams previously not available in the area.

Pearson won the WI Real Estate contract from Prometric. While Pearson's reimbursement schedule is the lowest in the industry, and this exam program pays poorly, it helps fill seats and brings candidates to the UWL campus.

Many graduate school programs waved GRE for admission for the 2021 school year, which impacted our GRE numbers. This is expected to rebound as the exam becomes more widely available after the pandemic subsides and programs return to this requirement.

Several exam programs (GRE, Praxis, LSAT, CLEP, TOEFL, WI Insurance) developed *TEST FROM HOME* programs using remote proctoring so candidates did not have to come to test centers. Despite boasting from test providers, the utilization rate of these programs was low and proved to be problematic for many candidates. Students preferred to test in a test center.

One of our newer vendors, ISO Quality Testing, consistently filled seats on Tuesdays, making Tuesday the most profitable day of the week.

The ETS testing system was upgraded to Windows 10 in February, providing more stability in the testing platform that delivers GRE, Praxis, TOEFL and ASE.

In May 2021, ETS announced that over the next year they will convert the ETS Institutional Center network to an ad hoc system called the Strategic Testing Network. More details will be forthcoming in the fall. The impact of this change is still being evaluated.

REOPENING THE TEST CENTER:

The UWL Test center did a soft reopening the week of August 18, after being closed for 5 months. We wanted to slowly implement our safety protocols so we could be sure they were feasible and effective. The first week we delivered only CLEP, Miller Analogy, and a few proctored exams. The following week we added GRE and Praxis testing. Each week we added another test provider back into the mix until we were fully functional, albeit at reduced capacity.

The Test Center is open Tuesday through Saturday, from 7:00 am until 5:00 pm. We don't know what the coming year will hold, but hope the worst of the pandemic has passed and utilization will slowly and safely increase to pre-pandemic levels, generating sufficient income to convert our new employee to a full time, fully benefited position.

There was no paper/pencil testing in the 2020 – 2021 year. All paper testing either converted to TEST FROM HOME programs (UW Placement, LSAT) or cancelled (SAT, ACT, WI Weights & Measures, WI Pesticide Applicators).

DATA COLLECTION STARTING LATE SPRING 2021:

The CTC began assessing who was accessing our services with a short survey in spring 2021. Thus far, we have learned that our examinee population is divided into three main, similarly sized groups (there is some overlap between groups):

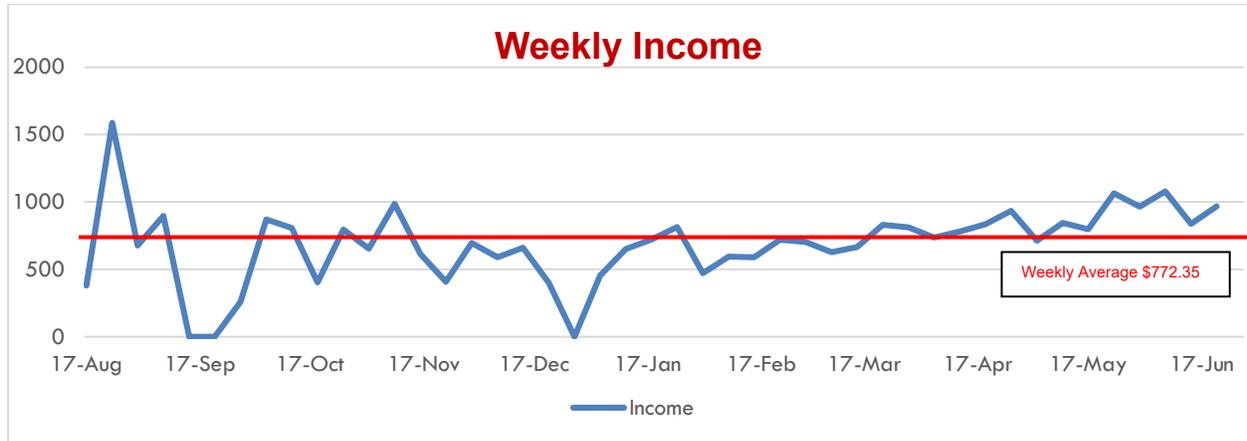
32.4% UW La Crosse Students

36.6% students at other area schools (i.e., Winona State, Viterbo, Luther, WTC)

35.4% of examinees are residents of the Coulee Region

Our income stream is slowly recovering to pre-pandemic levels, inching up each week:

Daily average = \$154.47
Weekly average = \$772.35



See **Appendix D** for a table showing test volume over the past several years for the computer-based tests.

Outcome Data

Learning Outcome and Client Satisfaction data is solicited from every student who receives counseling or academic skills services at CTC. UWL participates in a UW system wide initiative to assess learning outcomes and client satisfaction in a standardized fashion. The survey (LOS) is comprised of three subscales: Intrapersonal Learning Outcomes, Academic Outcomes, and Client Satisfaction.

In the Fall of 2020 and Spring of 2021, clients were sent an email with an invitation to access the learning outcomes survey at a protected website. Data are collected, analyzed and summarized into both a UWS report and a school specific report. These reports are completed and shared with each participating university's Director in July or August every year. Therefore, at this time of year data from the 2020-21 academic year is not available.

Service

The CTC staff has a strong commitment to the service mission of the University. The following is a sample listing of the service contributions by the CTC staff: Violence Prevention Advisory Committee, Emotional Wellness Committee, CARE Team, Division of Student Affairs Staff Recognition Committee, First Year Registration and Orientation, Election Support Committee, and various Search and Screen Committees. Additionally, we had representation on the La Crosse Area Suicide Prevention Initiative. Finally, Criss Gilbert continues to be a strong leader among the NCTA group.

Many clinical consultations were provided to the staff, faculty, parents and students throughout the year. The staff consults about counseling services, student problems, and questions regarding resources. Discussions about clients are always governed by confidentiality statutes. This type of indirect contact that is not associated with a clinical visit, is not easily recorded statistically, but still warrants time for a clinician to provide the consultation as well as to document it.

Professional Development

During the 2020-2021 year, the staff was involved in a variety of professional activities, all completed virtually. These included thrice monthly training activities, coordinated by Dr. Sam Lee-Hodges, and led by all staff collectively. Some continuing education topics provided in-house included but were not limited to: brief therapy approaches to eating concerns, trauma work, substance use; risk assessment (two training sessions), and group counseling. Consistent with our strategic plan and CTC value of Inclusion, several of our clinical staff trainings focused on mental health as it related to ongoing in-house diversity work. Topics included training on working with students identifying as Veterans, first generation students, Hmong students, and international students. We had a two-part anti-racism training as well. For the second year in a row, we had two all-staff diversity trainings, in August and January. Finally, the UWS funded a two-day training, "Cultural Competency Training for UW System Health and Counseling Professionals."

Supervision and Training

The CTC continues to offer a practicum and internship program for a Masters-level counselor trainee. We had placed an intern at our Center in fall; however, that trainee was eventually dismissed from this practicum site. A challenging situation, our training committee worked in strong collaboration with the student's training program, and maintained good communication throughout the remediation and dismissal process.

In her first year as Training Coordinator, Dr. Sam Lee-Hodges, worked on editing and updating our training manual, with assistance from our Assistant Director, Dr. Crys Champion, especially as it related to our medical record, PnC, and working remotely. She also contacted more than 100 training programs across 4 neighboring states to inform them of our program and invite them to share with their students.

As mentioned, the CTC has several early-career professionals who are under supervision. We formed a supervision consultation group ("sup of sup") and met monthly to support one another and our supervisees in this unprecedented year of telemental health services.

Diversity and Inclusive Excellence Efforts

The CTC always includes several trainings related to diversity in our weekly staff training time (see above). In addition to this professional development, our office engaged in the following:

- Offered first generation support group, which did not run. Offered a students of color support group, which reached some students yet was still underutilized.
- Representation within the UWS on a panel presentation for DEI coordinators at the WAPCHE conference in April.
- Organization and sponsorship of open-enrollment Campus Connect gatekeeper trainings to faculty/staff and students.
- Continued participation in the university-wide Equity Liaison program. The CTC Equity Plan was again updated this spring, led by Dr. Crys Champion as our liaison, with input from our diversity committee. This is a living document, and the current version can be viewed in **Appendix E**.
- Participation in the Excellence in Diversity & Inclusion Certificate program, with Dr. Gretchen Reinders providing a recurring session, *Mental Health 101*.
- Increased resources on our website specific to coping with national and global events that impact our historically marginalized groups. Assisted with holding space specifically for SOC following the election, UWL student death, and following the George Floyd verdict.

Goals from 2020-21

The CTC made significant progress in its two (2) strategic plan goals from 2020-21. Below is a final version of these two goals, with updated/added information on all of the action steps taken this year to meet the goals.

CTC Strategic Plan 2020-21 Goal #1

By May 15, 2021, the Counseling & Testing Center (CTC) will have developed and implemented a plan for provision of services to be offered amid pandemic statuses.

Action Step	Key person(s)	Complete By
Prepare and share with staff and Student Affairs leadership a written plan for a phased return to campus; edit as statuses change.	Gretchen Reinders	July 31, 2020 COMPLETED
Work with IT, facilities, business services, etc. to ensure procurement of necessary materials (e.g., cleaning supplies, technology, protective equipment, etc.).	Gretchen Reinders Criss Gilbert	August 31, 2020 COMPLETED
Train 100% of CTC staff on COVID-19 screening measures and cleaning protocols, as well as self-screening, leave options, expectations for communicating with supervisor.	All staff	August 31, 2020 COMPLETED (note: all staff had a fall admin to-do list to complete)
Solidify staffing plan that limits staff density in the physical CTC office and reduces risk via contact.	Gretchen Reinders Criss Gilbert Crys Champion	August 31, 2020 COMPLETED
Update website with new SA look, include COVID-19 specific coping, add new videos. Clarify how students can access telemental health services and if/when we will see students in person. Update all forms to include telehealth consents and information.	Erika Keath Andrea Matson Katelyn Longmire Nick Ragnar Jake Speer	September 15, 2020. PARTIAL COMPLETION & MODIFICATION: used Instagram for videos; did not use SA template.
Be ready to offer groups and workshops via WebEx. Update informed consent and group agreements as needed.	Group Committee Terry Wirkus	September 30, 2020. COMPLETED
Be ready to offer Let's Talk via WebEx.	Crys Champion Beck Johnson Teresa DePratt Amanda Lo	September 30, 2020. COMPLETED
Evaluate utilization, satisfaction, and effectiveness of group and Let's Talk in a virtual format.	Group Committee	December 20, 2020.

		COMPLETED²
Partner with campus stakeholders as appropriate to develop and/or cross-promote support/wellness initiatives in the absence of a spring break 2021.	Outreach, Prevention, & Education (OPE) Committee Group Committee	March 31, 2021 PARTIAL COMPLETION: advocated for fall break proposal, participated in Spring Spectacular
If feasible, transition to using Zoom (integrated with PnC) for 1:1 telemental health services.	Crys Champion Gretchen Reinders Courtney Smith (ITS)	February 15, 2021 COMPLETED

CTC Strategic Plan 2020-21 Goal #2

By May 15, 2021, the Counseling & Testing Center (CTC) will have successfully implemented the expansion of our physical office, and continued efforts to increase access to services.

Action Step	Key person(s)	Complete By
Complete onboarding and training of new CTC staff.	Gretchen Reinders Crys Champion Training committee	Ongoing COMPLETED
Announce and promote new CTC space as we are able to in-person and/or virtually.	Outreach Committee?	September 30, 2020 On hold due to COVID-19
Implement and promote use of the Silver Cloud program to campus.	Gretchen Reinders Jenn Weisjahn (HR) Katelyn Longmire	September 30, 2020 Ongoing; placement on website, promoted weekly via Instagram.
Website edits and other outward facing advertising/promotion to accurately communicate our services and the options for care (in-person and remote)	Outreach, Prevention, & Education (OPE) Committee Crys Champion	September 30, 2020 COMPLETED; will continue to adjust as needed
Increase presence of videos, blogs, self-helps app and information on our website.	Outreach, Prevention, & Education (OPE) Committee	October 1, 2020 COMPLETED, ongoing

² Fall 2020 group data: Overall, less groups ran than is typical for us. Of the 4 therapy groups run, feedback was quite positive. For example, 94% "strongly agreed" they felt safe to share; 88% either Somewhat agreed" or "strongly agreed" that their wellbeing improved as a result of the group. We offered a few drop-in support groups which were poorly attended, except for the SOC group but only the week of the election. The COVID support group did not garner enough students to run, nor did the group we offered for RAs following a request from ORL.

<p>Revisit pilot of a single-session clinic (SSC) as is needed/feasible with likely remote work.</p>	<p>Gretchen Reinders Crys Champion Chris Hughes Tara Farmer</p>	<p>October 31, 2020 On hold due to COVID-19 reduced demand; plan to revisit spring 2021</p>
<p>Evaluate use of Silver Cloud for fall semester.</p>	<p>UWS representative? Gretchen Reinders Jenn Weisjahn (HR)</p>	<p>January 15, 2021 PARTIAL COMPLETION : limited access to system data and campus specific info is also limited. Working with UWS to address.</p>
<p>Determining direction of our training program, including possible expansion of our Master's-level internship(s)</p>	<p>Sam Lee-Hodges Training committee</p>	<p>March 1, 2021 COMPLETED: Training Coordinator communicated with 130+ training programs within 250 miles of La Crosse to share info about internship. Offered and accepted to one Master's trainee, open to a second.</p>

Accomplishments, 2020-21

As noted, we successfully onboarded 2 staff member this year.

We remained open and provided all direct and indirect services (with the exception of the Relaxation Room), uninterrupted. We did this with support from all staff and especially with clinical service delivery management of Dr. Crys Champion.

We worked as a team on efforts consistent with CTC values: compassion, collaboration, inclusion, and access. Just a few examples of this include:

- Completion of the CTC renovation and expansion. The expansion resulted in vastly increased office space, an additional group room, added secure storage space, a workroom, and reconfigured front desk and waiting room space.
- We created a system that enabled us to meet clinical demand needs while allowing for flexibility in work schedules, prioritizing public health with a de-densified in-person presence.
- Publishing our scope of services statement on our website.
- Increasing self-help resources to general populations of students as well as some materials specifically developed for students from underserved populations
- Piloting a Single Session Clinic (SSC).
- Successful use of WebEx for telemental health services, and a successful transition to use of Zoom software which is integrated into PnC.
- Development of telehealth rooms (“Zoom rooms”) for students without privacy and/or technology to be able to access virtual counseling.
- Effective use of case management and collaborative efforts with on-campus and off-campus resources to provide the best resources available to our students in this year of exceptional transition and differing needs.
- We assisted the campus as mental health professionals following a student death.
- The Testing Center re-opened after 5 months of closure and subsequent revenue loss; still, we were able to continue to offer these important resources to our students and community, and demonstrate the ability to financially sustain a much-needed part-time testing associate.
- The CTC staff consistently engaged in self-reflection, training, and dialogue on issues of social justice impacting ourselves as well as our clients.
- Successful advocacy for getting two providers licensed in MN, in order to be able to provide services across that state line, as pandemic-related emergency temporary licenses have discontinued.

Challenges during 2019-20

Testing: As noted, while we have been able to hire a new testing center associate (starting July 2021), that would not have been possible without significant time and effort of Mr. Criss Gilbert. This is not a sustainable model and we are hopeful that we will be able to move the associate to a

full-time schedule in the coming months, thus allowing Criss to return to a more balanced split of duties between Testing Center Coordinator and Office Manager.

COVID-19 Specific Challenges: As noted in an earlier section, the global pandemic led to some significant challenges in service delivery this past year. Below are some of the challenges that we have navigated:

- Multiple platforms to train staff on and have them use, sometimes simultaneously (Teams, WebEx, Jabber, PnC WebApps, Zoom).
- Associated challenges with having all communication being electronic (i.e., unable to engage in quick- face-to-face problem solving and consultation).
- Although less unpredictable, we managed varied and changing work plans and hours, often due wither to child care or needs to work from home for COVID-19 related reasons.
- Staff continue to going through same loss/trauma as students when we are supposed to be the ones helping them.

Initiatives and Goals for 2021-22

At the time of this writing, the status of campus for the fall semester is tentative yet hopeful based on vaccination availability and reduced cases in our region. Plans to resume in-person classes and services are in place; however, the COVID-19 cases and variants in some areas of the nation are again rising. At this point our office is planning for both in-person and virtual counseling services. We plan for all staff to be in office full-time, but will likely have procedures in place for any needed remote work. Any in-person counseling or testing services will likely still require masking. Group counseling services may continue to be provided in a secure virtual format. We will be updating our phased plan for services in the coming 1-1.5 months.

Because of the ongoing and significant impacts of the pandemic, the CTC's primary goal this year will continue to be prepared to offer services in multiple formats, and collaborate with campus partners to best support our students as they re-integrate into in-person experiences, following a year (plus) of uncertainty, isolation, loss, and stress.

Secondary to this primary goal are these:

- Continued development of a new staff group with a new (and still mostly unused), expanded space in which to do our work.
- Continued efforts to increase access and access points for students.
- Website redevelopment, with continued education about our services and how to access help.
- Continued time and efforts on diversity and inclusion trainings, both for clinical staff (once/month) and all-staff (twice per year) provided in-house.
- Continued efforts to maintain the same level of service for the Testing Center, and the ability to increase the part-time position as the year goes on.

Appendix A: CTC Return to Work Plan

UW La Crosse Counseling & Testing Center

Proposed Phased Return to Work Plan

During/After the Ongoing Pandemic

Created: June 23, 2020

Updated: August 7, 2020

The University of Wisconsin-La Crosse Counseling & Testing Center (CTC) has remained open and continued to serve students during the time of COVID-19 through telemental health services. The foundation of this proposed phased plan has the basis of safety provisions for students and staff, proven success of teletherapy during this time period, and benchmarked proposals for a phased return to campus with the UW System Counseling Centers and the best practice support by our professional association (AUCCCD), the American College Health Association (ACHA), and our accreditation body (IACS).

CONSIDERATIONS

- The high volume of individuals that enter CTC on a daily basis; this includes students with counseling and academic skills appointments, those coming in to schedule, and all examinees for tests in our computer-based test center.
- The CTC facility having challenges to appropriately abide by social distancing guidelines, as well as the nature of our work most effectively being done in closer proximity than 6 ft apart.
- Essential need for masks by both clients and counselors and the impairment to the counseling process with use of masks.
- The significant level of cleaning that will need to occur due to high level of students and differing appointments. The standard would be to clean between each contact which would include front desk, waiting area, testing center check in area, and counseling office numerous times throughout the day.
- Need for scheduling modifications.
- The expense of masks, cleaning supplies, and office modifications.
- Licensure considerations. If students are physically located outside of WI and there are no more extensions for temporary licenses for providing out-of-state services, clinical staff will not be able to provide telemental health. We would need to refer students outside of WI to services in their state of residence.
- Staff with high risk considerations.
- We know that mental health promotion and support is going to be a significant part of the recovery process for all. If staff are fully in office and someone is exposed to the virus, it could potentially shut down all mental health services for the campus for a minimum of 14 days.

PHASE I: Centennial locked with limited access via card swipe.

- Maintain telemental health provision of all services that can be provided in this format (individual, group, crisis, and academic skills services).
- Testing Center remains closed.
- Website updated to reflect these current procedures.

Office

- Centennial Hall only open to essential personnel or those with special permissions. CTC doors will remain locked.
- Clear instructions of how to contact CTC will be posted on the website.
- Phones will continue to be forwarded to front office coordinator and office associate.
- Cleaning will be limited due to limited activity in the office.
- PPE need will be limited due to limited contact with others.

Clinical

- Individual counseling will be provided by teletherapy (phone and WebEx).
- Group counseling will be provided by teletherapy (WebEx).
- Urgent Care will be provided by teletherapy (phone and WebEx). A licensed supervisor/clinician on duty will be available for consultation.
- Academic Skills visits will be provided by tele-services (phone and WebEx).
- Consultation will be provided by tele-services (phone, WebEx).
- All adjunctive services (wellness workshops, Let's Talk) will be provided by telemental health services (WebEx).
- Outreach will be limited and when possible, will be presented in a virtual format.

PHASE II: Necessary Staff Return

Considerations

- This phase would begin when UWL Administration believe it is necessary to have staff present in the office (e.g., once students are back on campus).
- Staff returning to include front desk coordinator (and/or associate if needed), Testing Center staff, Urgent Care clinician, and available in-person supervisor/consultant (Director, Assistant Director, or other appointed licensed senior staff member).
- Remaining clinical staff would be in the office on a rotating basis.
- Staff not in the office will be providing telemental health services from a private location, using the secure platform WebEx.
- This phase will require flexibility and readiness of all CTC staff to make adjustments as needed. This includes but is not limited to:
 - Clinical staff coverage would flex based on any changing needs (e.g., influx of new appointment requests, increased Urgent Care demand, etc.).

- Positive cases in the office that warrant a short-term closure of any services.
- Staffing challenges, especially at the testing center or front desk, that may warrant a *short-term* solution of locking the doors. In this rare instance, signage would direct counseling/academic skills clients and testing examinees how to proceed.
- Website and voice mail updated to reflect these current procedures.

Office

- CTC doors will be unlocked. Consider propping open door to limit hand contact. Front desk and Testing Center check-in area will have Plexiglas installed.
- As directed by university standards, anyone entering Centennial will be expected to wear a mask upon entering the building and when engaging with others. Staff alone in their individual office space will not be required to use masks.
- Disposable masks will be available at front desk.
- Students and Testing Center examinees entering the CTC will be asked travel and health related screening questions.
- Cleaning would need to occur following every student contact in whatever space the student was engaged in.
- Students will be requested to use their own pen for any paper forms. Attempts will be made to engage in paperless services as much as possible.
- All fidget toys and waiting room materials (books, colored pencils, etc.) will be removed from the space prior to returning to office.
- The two group rooms will be utilized for clinical services as needed, as they allow for appropriate social distancing.
- Self check-in using iPads. iPads will be 'numbered' to allow students to complete paperwork at a sanitized space.
- An office or private testing room will be designated in the CTC for student use if the student does not have a private place to engage in teletherapy services.
- Hallways will be designated for one-way traffic, as determined by university facilities.
- Visual markings on the floor at front desk, file room, and works room will designate 6 feet distancing.
- Cleaning supplies and masks are ordered and appropriately maintained to meet demands.

Clinical:

- Clinical staff and Academic Skills Specialist will continue to provide services through tele-services (phone, WebEx) and by appointment. Individual counseling will be provided by teletherapy (phone, WebEx) in nearly all cases.
- Group counseling will be provided by teletherapy (WebEx).
- Crisis management will be primarily provided by teletherapy unless there is a situation in which counseling staff is needed on site. In this case, group rooms may be used to enable appropriate social distancing. **NOTE: During Phase II, this should be only utilized as

deemed clinically necessary. Telemental health services will continue to be majority provision of service. There will be signage on the doors directing students to call first for any appointment type (including urgent care).

- Consultation will be provided by tele-services (phone, WebEx).
- All adjunctive services (wellness workshops, Let's Talk) will be provided by telemental health services (WebEx).
- Outreach will be limited and when possible, will be presented in a virtual format.
- Masters-level trainee might be in office part time to provide telemental health services and receive clinical supervision/consultation. This may be accomplished via WebEx, and therefore is to be determined.
- Students who enter the CTC for crisis services in-person will be asked travel and health related screening questions as a part of triage process. As noted, telemental health will be utilized as much as possible.
- Students wishing to be seen in person without a mask will not be allowed into the CTC during this phase and will be directed to call for a telemental health appointment or provided an outside referral. Signage will be placed on doors indicating this. **NOTE: disposable masks will be available at the front desk.

Testing Center

- NOTE: Operations for the UWL Testing Center will follow in accord with Prometric's general guidelines for reopening a test center. These are only feasible if at this time Centennial Hall is open to the public.
- Frequent deep cleaning of all surfaces at check in station, each testing station.
- Reduce capacity of testing labs by 50% to fill only every other seat.
- Students to be given single use pencils for sign-in and use for note taking during test. Pencil will be disposed or given to student when testing complete.
- Print individual (instead of group) rosters and all other check in paperwork. Examinees will only touch their own sign in sheet. Place all forms in individual plastic bags for each examinee.
- Staggered check in for tests, staggered examinee arrival time to minimize waiting room contact with others and staff.
- No walkthroughs of test labs, observe through viewing window and DVR only.
- No wandling with metal detector until further notice.
- Use scratch paper and disposable pencils, candidate to put both into special trash container after testing.
- No biometric devices use until further notice (finger print reader). Candidate face mask covering can only be removed/pulled down briefly when verifying their ID with the Testing Center Associate (TCA) and during the image capture at check in. Examinee will still do security checks including pocket turn out, pant leg check, shirt shelve check, self-pat down, ALL items except ID will be placed into locker. Stagger locker usage, using only every other locker.
- TCA instructs candidate to place ID and eyeglasses on the desk. TCA visually checks ID and eyeglasses without touching.

- Candidates to remain in check-in area while TCA goes into the testing lab to launch exam, then motion examinee to enter. No printed score reports; any exam that produces an end of exam score report will be emailed.

Cleaning

(see detailed cleaning procedures on UWL website: <https://www.uwlax.edu/globalassets/offices-services/fpm/uwl-cleaning--disinfecting-your-work-space.pdf>)

- Available supplies will be located throughout CTC.
- Cleaning will be completed following any student and/or examinee engagement (e.g. in waiting area, on computers or iPads for paperwork, in group room, in Testing Center, etc.).
- For any services offered in office spaces, the clinician is responsible for cleaning any contacted surfaces.
- iPads used will be wiped down after each use.
- Front desk will be wiped down after each student contact.

PHASE III: Greater Transition (to full staff with precautions as needed)

Considerations

- As CDC and/or local health departments report the risk of infectious spread from COVID-19 has consistently significantly decreased, the transition of additional clinical staff is proposed to begin.
- Additional counselors will increase the amount of student flow in the Center, which will mandate more extensive accommodations and safety precautions.
- *The time frame for Phase III is the most unknown of the phases, This phase will be best initiated when it is determined by the above entities to be safe enough to remove/reduce the majority of restrictions (e.g., masks, social distancing, group sizes, etc) and it is best for students, campus and staff to be more significantly in person.*

Office

- During this phase, it is anticipated that anyone entering a building will be not be expected to wear a mask but may be “encouraged” to wear a mask upon entering a building.
- Students and Testing Center examinees entering the CTC will be asked travel and health related screening questions.
- Office modifications at the front desk, waiting room, counseling rooms, and testing center will continue to be in place.
- Masks will be required for both students and staff at all times in the waiting area. Masks will be encouraged (required if health guidelines indicate) in individual offices with more than one person inside (e.g., counseling session). A staff member will always have the right to require this in their office space as long as there is any risk of exposure.

- Disposable masks will be available at front desk.
- Cleaning would need to occur following every student contact in whatever space the student was engaged in.
- Students will be requested to use their own pen for any paper forms. Attempts will be made to engage in paperless services as much as possible.
- All fidget toys and waiting room materials (books, colored pencils, etc.) will be removed from the space prior to returning to office.
- The two group rooms will be utilized for clinical services as needed, as they allow for appropriate social distancing.
- Self check-in using iPads. iPads will be numbered to allow students to complete paperwork at a sanitized space.
- An office or private testing room will be designated in the CTC for student use if the student does not have a private place to engage in teletherapy services.
- Hallways will be designated for one-way traffic.
- Visual markings on the floor at front desk, file room, and works room will designate 6 feet distancing.
- Cleaning supplies and masks are ordered and appropriately maintained to meet demands.

Clinical:

- Clinicians will be able to utilize personal offices for in-person sessions. It will be suggested during this phase however that telemental health continue to be encouraged as a significant provision of service.
- Group counseling will be provided by teletherapy (WebEx).
- Consultation will be provided by tele-services (phone, WebEx).
- All adjunctive services (wellness workshops, Let's Talk) will be provided by telemental health services (WebEx).

Testing Center

- NOTE: Operations for the UWL Testing Center will follow in accord with Prometric's general guidelines for reopening a test center.
- Frequent deep cleaning of all surfaces at check in station, each testing station.
- Reduce capacity of testing labs by 50% to fill only every other seat, unless guidelines allow for greater capacity.
- Students to be given single use pencils for sign-in and use for note taking during test. Pencil will be disposed or given to student when testing complete.
- Print individual (instead of group) rosters and all other check in paperwork. Examinees will only touch their own sign in sheet. Place all forms in individual plastic bags for each examinee.
- Staggered check in for tests, staggered examinee arrival time to minimize waiting room contact with others and staff.
- No walkthroughs of test labs, observe through viewing window and DVR only.
- No wandering with metal detector until further notice.

- Use scratch paper and disposable pencils, candidate to put both into special trash container after testing.
- No biometric devices use until further notice (finger print reader). Candidate face mask covering can only be removed/pulled down briefly when verifying their ID with the Testing Center Associate (TCA) and during the image capture at check in. Examinee will still do security checks including pocket turn out, pant leg check, shirt shelve check, self-pat down, ALL items except ID will be placed into locker. Stagger locker usage, using only every other locker.

Cleaning:

- Available supplies will be located throughout CTC.
- Cleaning will be completed following any student and/or examinee engagement (e.g. in waiting area, on computers or iPads for paperwork, in group room, in Testing Center, etc.).
- For any services offered in office spaces, the clinician is responsible for cleaning any contacted surfaces.
- iPads used will be wiped down after each use.
- Front desk will be wiped down after each student contact.
- Outreach will be limited and when possible, will be presented in a virtual format.
- Masters-level trainee might be in office part time to provide telemental health services and receive clinical supervision/consultation. This may be accomplished via WebEx, and therefore is to be determined.
- Students wishing to be seen in person without a mask will not be allowed into the CTC during this phase and will be directed to call for a telemental health appointment or provided an outside referral. Signage will be placed on doors indicating this. ****NOTE:** disposable masks will be available at the front desk.

Appendix B – Comparison of client reported presenting concerns, per Client Information Form (CIF)

Reported Concern (round to nearest percent)	2020-21	Fall 2019
Anxiety/fears/worries (non-academic)	83%	81%
Depression/sadness/mood swings	69%	70%
Stress/Stress management	58%	54%
Problems related to school or grades	47%	44%
Friends/roommates/dating concerns	45%	41%
Low self-esteem/confidence	42%	38%
Attention/concentration	39%	33%
Procrastination /motivation	39%	29%
Eating behavior/weight/body image	27%	23%
Sleep difficulties	25%	25%
Shyness/social discomfort	16%	16%
Suicidal thoughts/urges	11%	11%

Appendix C: Group Therapy Flyers

Join the Group

UWL Counseling & Testing Center: Fall Semester 2020

All groups are for STUDENTS ONLY.

CALL: 608.785.8073 ALL GROUPS ARE ONLINE

SKILL GROUPS

Coping to Calm

MONDAY 10:00-11:00AM OR
THURSDAY 3:00-4:00PM

Learn what anxiety really is and how to recognize the relationship that anxiety has to thoughts, feelings, and behaviors. Learn effective strategies to modify these patterns to improve functioning and move towards freedom and valued-living. Contact Tara or Ashley to learn more.

Mindful Way through Depression

MONDAY 1:00-2:00PM

Most people experience symptoms of depression at some point. Each group meeting will consist of an educational component and time to process use of intervention as a group to break out of the downward spiral that often accompanies depression. Contact Beck to learn more.

ACADEMIC SKILLS WORKSHOPS

Steps 2 Success

SESSION 1	MONDAYS	9/14 & 9/21	1:00-2:00 PM
SESSION 2	MONDAYS	9/28 & 10/5	1:00-2:00 PM
SESSION 3	MONDAYS	10/19 & 10/26	1:00-2:00 PM
SESSION 4	MONDAYS	11/9 & 11/16	1:00-2:00 PM

Steps 2 Success is a two-session workshop that will give you practical academic tips for use both in and out of the classroom. Sign up today for whatever session fits your schedule, or contact Charlene Holler (choller@uwla.edu) for more information.

Let's Learn

THURSDAYS 10:00-11:30AM

Let's Learn is a chance to get a quick tip on time management, procrastination, text reading, class notes and exam preparation. Contact Charlene Holler (choller@uwla.edu) for more information.

SUPPORT GROUPS

Relaxation and Meditation Drop-In Group

TUESDAY 12:00-1:00PM

This virtual group will offer tips on coping with stress and change followed by a guided relaxation activity. Take advantage of this opportunity to breathe, let go of tension, and connect with yourself during this uncertain semester. Contact Teresa or visit our website to learn more.

Student of Color Focused Support Group

TUESDAY 4:00-5:00PM

We recognize that students of color experience complex concerns regarding racial and social injustice, the rigors of higher education, and systemic challenges in predominantly white institutions. This processing group is for students of color to engage in dialogue and connect with other peers while seeking support and establishing safety in a culturally humble space. Contact Amanda or visit our website to learn more.

COVID Support Group

WEDNESDAY 11:00-12:00 PM

We've all been impacted in big and small ways due to COVID-19. Join this open group for a space to explore challenges and changes, along with learning skills to more effectively cope with some of the stressors related to the pandemic. Contact Kelly or visit our website to learn more.

Grief & Loss Support Group

TUESDAY 2:00-3:00 PM

This group is for those who have had a loss of a family member or friend and are finding the grief process a struggle. This 6-week group will explore the grief process and the many layers of loss, find support, and identify coping skills. Contact Katelyn to learn more.

GROUP WORKSHOPS

Pathways

MONDAY & WEDNESDAY 3:00-3:50 PM OR
TUESDAY & THURSDAY 3:00-3:50 PM

Pathways is an educational, interactive workshop meant to accelerate the change process. This 3 session workshop is structured with specific learning objectives, with each session building on material from the preceding session giving you immediate strategies and tools to improve your well-being. While Pathways can be helpful for students experiencing ongoing mental health concerns, such as anxiety and depression, it can also be very helpful for students who want to learn how to manage the stress of college. Set up a pre-group meeting with any of our counselors to learn more.

NO APPOINTMENT NEEDED:

Let's Talk

TUESDAYS 2:30 PM-4:30 PM
FRIDAYS 11:00 AM-1:00 PM

A no appointment needed, brief, one time consultation with a CTC counselor. Let's Talk is not a substitute for counseling or urgent care.

Visit our website for more information and updates.

Join the Group

UWL Counseling & Testing Center: Spring Semester 2021

All groups are for STUDENTS ONLY. A pre-group meeting or triage is required unless otherwise noted in the description.

CALL: 608.785.8073 ALL GROUPS ARE ONLINE

SKILL GROUPS

Coping to Calm

MONDAY 10:00-11:00AM OR
THURSDAY 3:00-4:00PM

Learn what anxiety really is and how to recognize the relationship that anxiety has to thoughts, feelings, and behaviors. Learn effective strategies to modify these patterns to improve functioning and move towards freedom and valued-living. Contact Tara or Ashley to learn more.

Mindful Way through Depression

MONDAY 1:00-2:00PM

Most people experience symptoms of depression at some point. Each group meeting will consist of an educational component and time to process use of intervention as a group to break out of the downward spiral that often accompanies depression. Contact Beck to learn more.

Mindful Eating

WEDNESDAY 2:00-3:00PM

This program address eating patterns that interfere with living a valued life (e.g. restricting, bingeing, purging, over exercising) and teaches emotional and behavioral skills for effective coping. Contact Katelyn or Ashley to learn more.

GROUP WORKSHOPS

Pathways

TUESDAY & THURSDAY 3:00-3:50 PM

Pathways is an educational, interactive workshop meant to accelerate the change process. This 3 session workshop is structured with specific learning objectives, with each session building on material from the preceding session giving you immediate strategies and tools to improve your well-being. While Pathways can be helpful for students experiencing ongoing mental health concerns, such as anxiety and depression, it can also be very helpful for students who want to learn how to manage the stress of college. Set up a pre-group meeting with any of our counselors to learn more.

NO APPOINTMENT NEEDED:

Let's Talk

MONDAY 2:30 PM-4:30 PM
FRIDAYS 11:00 AM-1:00 PM

A no appointment needed, brief, one time consultation with a CTC counselor. Let's Talk is not a substitute for counseling or urgent care.

Visit our website for more information and updates.

SUPPORT GROUPS

Healing & Overcoming Group

WEDNESDAY 3:00-4:15PM

This group provides a safe and confidential space for survivors of sexual trauma identifying as women or on the female/feminine spectrum to meet other survivors and foster knowledge and skills for empowerment; survivors of all forms of sexual trauma are welcome. Topics commonly identified include disclosing trauma, sexual and emotional intimacy after trauma, coping strategies, self-compassion, and feeling connected to ourselves, our bodies, and others. Contact Sam to learn more.

Student of Color Focused Support Group

TUESDAY 3:00-4:00PM

We recognize that students of color experience complex concerns regarding racial and social injustice, the rigors of higher education, and systemic challenges in predominantly white institutions. This processing group is for students of color to engage in dialogue and connect with other peers while seeking support and establishing safety in a culturally humble space. Contact Amanda to learn more.

Grief & Loss Support Group

TUESDAY 1:00-2:00 PM

This group is for those who have had a loss of a family member or friend and are finding the grief process a struggle. This 6-week group will explore the grief process and the many layers of loss, find support, and identify coping skills. Contact Katelyn to learn more.

ACADEMIC SKILLS WORKSHOPS

Steps 2 Success

SESSION 1	MONDAYS	2/15 AND 2/22	11:00-12:00 PM
SESSION 2	MONDAYS	3/8 AND 3/15	11:00-12:00 PM
SESSION 3	MONDAYS	3/29 AND 4/5	11:00-12:00 PM
SESSION 4	MONDAYS	4/19 AND 4/26	11:00-12:00 PM

Steps 2 Success is a two-session workshop that will give you practical academic tips for use both in and out of the classroom. Sign up today for whatever session fits your schedule, or contact Charlene Holler (choller@uwlax.edu) for more information.

Let's Learn

THURSDAYS 10:00-11:30AM

Let's Learn is a chance to get a quick tip on time management, procrastination, text reading, class notes and exam preparation. Contact Charlene Holler (choller@uwlax.edu) for more information.

Appendix D – Testing Center exams delivered, 2015-2021

COMPUTER EXAMS	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021
ACTFL	12	20	18	5	18	3
ACE	74	75	54	53	25	24
ASE	179	199	119	156	166	299
BOC AT	25	30	42	36	4	11
CLEP	37	54	42	24	39	41
Comira	0	12	12	8	3	0
DSST	21	25	11	2	6	6
FBI	0	3	3	12	8	6
FORT	186	237	200	226	153	123
Kryterion	19	33	33	30	34	21
GRE	513	573	548	572	351	231
ISO Quality	0	0	0	0	3	99
MAT	41	35	39	56	35	23
MCAT	54	33	7	0	0	0
MTLE	154	134	169	225	107	53
NTN	0	0	0	0	30	10
PAN other	123	32	31	27	23	29
Pearson other	105	122	161	159	134	47
Praxis CORE	230	226	43	23	21	3
Praxis Subject	616	439	169	182	125	103
Prov	8	22	36	21	14	0
PSI other	41	106	139	177	152	164
Scantron Other	75	132	16	31	14	18
Smarter Proc	0	0	0	0	9	0
TOEFL	9	5	9	6	4	7
TSA	0	114	83	56	26	44
USPS	537	401	453	395	1	0
UW Place CBT	0	0	104	105	29	0
WI Real Estate	0	0	0	0	0	78
WI Insurance	0	0	0	0	0	244
SUBTOTAL	3059	3062	2541	2587	1534	1687

PAPER/PENCIL EXAMS	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021
ACT	180	284	249	334	282	0
CHES	45	52	49	0	0	0
GRE Subjects	22	29	44	50	4	0
LSAT	77	98	96	92	77	0
SAT	133	153	158	176	147	0
Proctored	269	260	257	35	175	28
UW Place	2065	2122	2108	2461	144	0
WI Dept of Ag	0	47	90	148	48	0
SUBTOTAL	2791	3045	3051	3296	877	28

GRAND TOTAL	5650	6107	5592	5883	2411	1715
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Appendix E – CTC Equity Plan

University of Wisconsin-La Crosse Equity Liaison Initiative

Counseling & Testing Center Equity Plan for 2021-2022

Equity Liaison: Crystal Champion, PhD
Department Director: Gretchen Reinders, PhD
D & I Coordinator: Teresa DePratt, PhD

1. Guiding Principles

Vision: Counseling

The CTC strives to foster a connected, accessible, compassionate campus community.

Mission: Counseling

Our mission is to promote students' psychological, academic, social, and cultural growth through professional and confidential counseling services. We accomplish this by maintaining an environment of compassion, collaboration, and inclusivity. We strive to foster a connected, accessible, compassionate campus environment where students can grow and attain their personal and academic goals.

Values: Counseling

Compassion
Collaboration
Inclusion
Access

Vision: Testing

The CTC strives to provide a welcoming testing space which provides secure, confidential and dependable assessment services to all.

Mission: Testing

Our mission is to meet the needs of any examinee by providing access to professional and efficient testing services that adhere to nationally recognized standards.

Values: Testing

Professionalism
Dependability
Knowledge

Departmental statement re: equity, diversity, and inclusion:

At the University of Wisconsin-La Crosse, diversity and inclusion are integral to the achievement of excellence. As part of the university's implementation of Inclusive Excellence, the Counseling and Testing Center is committed to:

- Forging thoughtful relationships with groups of students who are traditionally underserved by mental health services.
- Making our office-based services as comfortable and inclusive as possible, so that all students feel our services fit their needs.
- Using our existing knowledge and expertise to benefit the cultural competence of the campus community.
- Continuing growth and development of our own cultural competence: personally, professionally, and as a staff.

Training Program Diversity Statement

The University of La Crosse-Wisconsin Counseling and Testing Center is committed to providing culturally- and trauma-informed services to the UWL campus community. Our staff recognizes the inherent importance of intersectionality across gender, sex, race, ethnicity, sexual orientation, ability status, immigration status, citizenship status, body size and body image, age, generation, nationality, political affiliation, spirituality, religious affiliation, socioeconomic status, military affiliation, education, and family system, among other facets of diversity and identity, to one's health and experience of being in the world.

We strive to promote inclusion and to affirm and celebrate diversity in its broadest sense across all areas. We recognize that our commitment to diversity and inclusivity is an active, life-long journey. We know that only through an awareness of ourselves as cultural beings can we hope to hold space for the experiences of others. Therefore, clinical training, discourse, and action in topics of diversity and multiculturalism are essential to our staff culture and integral to the CTC training program.

Key department-level efforts connected to *Sustaining Excellence* strategic plan:

1. In addition to our semesterly surveying of CTC clients, we are consistently looking to evaluate and increase assess our services, and especially to gain knowledge about the general UWL student's awareness and opinion of the CTC. This has included the following: questions on the EBI survey sent out to students living on campus, mental health specific questions sent to students who did not re-enroll at UWL (survey sent by Academic Advising), and additional items added to the 2018 Campus Climate survey related to mental health.
2. Annual examination and reporting of how the CTC client demographics compare to the general UWL student population. In doing so, we gain a better understanding of those student we may be reaching well, and those where we may need targeted outreach and/or non-traditional approaches to access. As of June 2021, we are examining the last year's data set to determine what groups may have disparities of access.
3. Regular staff trainings related to diversity topics are prioritized, a collaboration between Training Coordinator and Diversity Committee. Recent examples include: Mental Health and our Bodies and Abilities, Mental Health Practice and the Election, Anti-Racism and Advocacy (2

trainings including guest speaker from UWL faculty), Working with Military Affiliated Students, Hmong Identity and Mental Health, and Working with First-Generation Students.

4. CTC staff collaborate with other campus offices to offer training, outreach, and supportive spaces when current events impact students with diverse identities, including a recent student death by suicide, nationwide attention to impact of police violence toward BIPOC communities, and bias and hate crimes toward the AAPI community. We have also posted a statement of support on our homepage that reflects our awareness of the impact of local, regional, and national events on students' lives, and our awareness of our own identities and positionality.
5. CTC staff contribute to health prevention efforts across campus, improving the support available to students from multiple sources. We have coordinated with the UWL Wellness and Health Advocacy Office on social media programming to promote mental health and wellness. We offer yearly training for Residence Life student staff, faculty and staff, and interested students on suicide prevention through the Campus Connect program. Ongoing training is provided as part of the Excellence in Diversity and Inclusion certificate program, titled *Mental Health 101: Recognizing and responding to signs of distress*.

2. Areas of Focus

Primary areas of focus for improving equity for students and employees:

- Access to services by historically underrepresented groups.
- Professional development of all staff.
- Recruiting and retaining a more diverse professional staff more representative of the student body.
- Addressing salary inequities, as evidenced by CUPA and UWS data sources.
- Dedicate resources for the education and training of the greater Campus community in an effort to diversify and expand resources for promoting student well-being.

3. Goals & Action Steps

Specific goals the department has set for itself in the above focus areas:

1. One of the CTC's strategic plan goals for 2021-2022 includes a focus on staff development and advocacy around Diversity, Equity, and Inclusion. While our broad goal is to improve relationships and accessibility for underrepresented groups of students, for the purpose of making this goal measurable, this year we are focusing on number of non-white identifying students served. We continue to evaluate different options for quantifying this goal (e.g., metrics that show whether students are returning to counseling at a comparable rate, satisfaction or awareness surveys), and groups that our data suggest we should focus on. See below:

By May 31, 2022, the Counseling & Testing Center (CTC), in collaboration with the Division of Diversity & Inclusion, will increase service provision to students from historically underrepresented racial groups, as

demonstrated by seeing an increased percentage of students identifying as students of color utilizing CTC services from 14.89% (2020-2021) to 17%.

Action Step	Key person(s)	Complete By
Resume meeting(s) with students in leadership positions (e.g., SEEDs, MSO officers) to determine how students are reaching our services, what types of services would be preferred, barriers to seeking services.	Teresa DePratt	January 21, 2022
Invite focus group of students to walk through newly renovated CTC office space to provide feedback on how inclusive and welcoming space currently is and solicit suggestions for improvement.	Sam Lee-Hodges Andrea Matson Crys Champion Criss Gilbert	January 21, 2022
Review and revise outreach materials regarding services that meet needs of underrepresented groups (continuation of previous goal.)	OPE committee D & I committee	May 31, 2022
Review and increase diversity of author identities represented in CTC lending library.	D & I committee Andrea Matson	May 31, 2022
Revisit SOC/USS group or intentional supportive collaborations with campus partners.	Groups committee	January 21, 2022
Continue trainings focused on multicultural competency skills: 1) continue the twice annual all-staff training and 2) utilize at least two training weeks per semester for clinicians focused on working with underrepresented students in a clinical capacity.	Training committee D & I committee	May 13, 2022
Create and offer a periodic, informal check-in space for staff doing their own personal development work around cultural identity.	Crys Champion D & I Committee	September 3, 2022
All CTC clinical staff will attend at least one on-campus DEI-related event, facilitated by signups on calendar of possible events created by D&I Liaison.	All staff Teresa DePratt	May 13, 2022
80% of CTC staff (clinicians and support staff when applicable) will participate in annual cultural competence training offered at UW system level.	All staff	May 31, 2022

Collaborate with Center for Transformative Justice to evaluate Campus Climate Survey data regarding mental health needs of students.	Gretchen Reinders Crys Champion Teresa DePratt CTJ staff	January 21, 2022
Evaluate academic year demographic data using Point and Click (PnC) data reporting and data from Client Information Form (CIF), including exploring whether specific identity groups opt out of sharing information for system-wide data project and what groups are statistically underrepresented (to inform future goals).	Crys Champion Gretchen Reinders	July 1, 2022

4. Resources and Data to Support Action Steps

Briefly describe the existing assets of the department and additional resources that will be needed to achieve the above goals.

Assets:

- Data from UWS survey on our client population.
- Support for Let's Talk services.
- Campus partnerships with D & I offices.
- Strong staff group with high levels of expertise and dedication to ongoing personal and professional education.
- Staff who are invested in our Center's vision, mission, values and goals, especially regarding inclusivity.
- Strong working relationship with Student Health Center.
- Current UWS Board of Regents support for system-wide evaluation of behavioral health current status and needs on our campuses.
- Newly expanded and updated physical offices, including accessible electric entry door, expanded group spaces, and more accessible waiting area layout/seating.
- Responsible and competent transition to telehealth services and online collaboration during pandemic.
- Continuous accreditation by IACS since 1979.

Additional resources needed:

- Autonomy and ability to advocate for needs as we, those with expertise in college mental health, see fit.
- Competitive salaries.
- Professional development funding not only for CTC staff but all faculty and staff.

Appendix F – Summary of Direct services and Client Characteristics

Overall summary of direct services

During the calendar year, from June 1, 2020 to May 31, 2021, 752 students received direct services. The CTC conducted 4,300+ direct service appointment during this calendar year. In general, the average profile of a student-client who receives services identifies as female, white, single, and 20 years of age. The client information form (CIF) provides the opportunity for clients to endorse gender identities other than female and male, as well as varied sexual orientations. Our electronic medical recordkeeping system, Point and Click (PnC) does not allow for this reporting, as it pulls from the UWL system of PeopleSoft. The CTC is committed to gathering self-reported data as well as that entered in through university registration.

Counseling & Testing Center Client Characteristics

Gender Identity (data pulled from CIF)

Female	78.3%
Male	19%
Identified as transgender, or self-identified (written response)	2.5%

Age (data pulled from PnC) Range: 18-56; Mode: 20

Sexual Orientation (data pulled from CIF)

Heterosexual	77.3%
Lesbian	1.1%
Gay	1%
Bisexual	11%
Questioning	3.6%
Self-identified (written response)	2.8%
No response	2.8%

Race – NOTE: client reported racial identity is typically what we report on; however, that full data set is currently unavailable. The following is reported from PnC. Please note that given the small number of enrolled students with certain racial identities (i.e., Native American, Pacific Islander, etc.) we have collapsed data to protect confidentiality, not to dismiss identity by subsuming into more generalized identities or use of an other-type category)

African American/Black	2.7%
Asian American/Asian	5%
Latinx	4.4%
White	85%
Other racial minorities	1.7%
Race unknown/unreported	1%

School of Enrollment (data pulled from CIF)

Science & Health	41%
Liberal Studies	27%
Business Administration	11%
School of Education	14%
Education, Exercise Science, Health & Rec	5%
WTC	1%
Other/unreported	2%

CIF = Client Information Form

PnC = Point and Click