Annual Report

Submitted by: Gretchen Reinders, PhD, Director

with assistance from Christal Fortun and Criss Gilbert
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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
Philosophy

The Counseling & Testing Center (CTC) provides client-centered mental health and academic skills services to our UWL campus community. Services provided to students include individual and relationship counseling, group counseling, crisis counseling, consultation, workshops, various assessments, and academic skills counseling. Services provided to the faculty and staff include consultation, service through joint committee membership, and outreach. Both the campus and larger regional community benefit from a wide variety of testing services provided through our test center.

The philosophy of the CTC is derived from a strengths-based, student-centered, and developmental approach. Our clinicians promote growth by assisting clients in identifying their personal strengths and resources, as well as the resources that are available in their support network in the greater campus and surrounding community. Clinicians also focus on enhancing the client’s ability to make decisions and developing their ability to resolve difficulties in their lives. The CTC staff work with individuals with adjustment and development-related concerns as well as more longstanding and/or severe mental health/psychological disorders.

The CTC is team-oriented, and collaboration is a foundation of our service provision. The CTC has an ongoing commitment to recognizing and valuing the needs of a diverse population within a university setting. Cases are assigned with the client in mind, considering client needs and preferences, staff expertise, and availability of clinicians. We encourage a generalist model for counselors, in which a wide range of theoretical perspectives and techniques are considered to best meet client needs. We also strive to support staff in developing specific areas of interest and expertise.

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. To this end, we will:

- Develop connections with diverse student groups through collaboration, trainings, and outreach presentations with student organizations and campus offices.
- Initiate alternative and culturally congruent ways of providing counseling services to diverse students who may not traditionally seek out office-based therapy services.

Making our office-based services as comfortable and inclusive as possible, so that all students feel our services fit their needs. To achieve this, we will:

- Increase group therapy services for diverse student groups.
- Examine and modify student paperwork to ensure that they are inclusive.
- Survey students regarding their experiences and incorporate feedback that improves the experience of seeking services for diverse groups of students.
Using our existing knowledge and expertise to benefit the cultural competence of the campus community. Among other actions, we will:

- Collaborate with other departments/offices and offer outreach programs focused on increasing awareness and knowledge about diversity issues.
- Participate in campus-wide committees and groups that foster Inclusive Excellence.

Continuing growth and development of our own cultural competence: personally, professionally, and as a staff. For this purpose we will:

- Continue to focus on developing and maintaining multicultural competence via staff inservices/training on diversity issues and clinical staff training on topics of diversity.
- Maintain a consistent focus on developing multicultural competence for clinicians-in-training (i.e., interns, postdoctoral residents).

**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 UWS Counseling Center that is accredited by IACS (one other university became accredited this past year). A complete re-evaluation is done on each accredited site every eight years.
Notes of acknowledgement

The 2018-2019 academic year marked another strong year for the CTC. We continue to provide student-centered care to our campus community. Although there still exists a stigma regarding mental health, students are more inclined to seek services and refer friends in need of help. Today’s college student is more likely to have had previous counseling experience. Students who may not have been able to attend or succeed in college settings 20+ years ago are now on campus, thus diversifying and enriching our student body; in turn, they are also in need of resources including (but not limited to) student support services like counseling. These students are also managing very real sociocultural, financial, and emotional concerns. Furthermore, we continue to read and hear about mental health issues of today’s college student, limited resources and increased demand, as well as campus crises. In keeping with the national college counseling trend, the demands for clinical services continue to grow, as does the need for outreach, academic skills, testing, and preventative services. The Counseling and Testing Center would not be able to meet these demands for services if it were not for the dedicated CTC staff who work determinedly to meet the student needs.

In addition to our exceptional core clinical and administrative staff, our training program, led by Dr. Kristen Marin, continues to thrive and add strength and positivity to our center. Dr. Denise Calhoun and Dr. Lindsey Morrissey served in a one-year psychology residency. Ms. Hollyann Niemiec engaged in a one-year training practicum/internship for her pre-master’s clinical requirements. Ms. Kary Mueller-Schansberg was a pre-doctoral practicum counselor with our center for the 2018-19 academic year. Dr. Marin will be leaving UWL in August, moving with her family to the Green Bay, WI area. While it will be extremely challenging to find a Training Coordinator to fill the void left by the transition, Dr. Marin leaves our training program in an exceptionally strong place.

We also said goodbye to Randy Kahn, LPC, at the end of the academic year, when he retired. Randy also leaves the CTC with a significant loss, especially in the areas of mindfulness and holistic approaches to mental health care.

Finally, the CTC is losing its front office coordinator, Christal Fortun, this July 2019. Christal will continue to be a partner to our office as she transitions to the Student Health Center; however, as an integral part of our service delivery, we will greatly miss Christal and the consistent and compassionate care that she provided to all who entered our Center.

Our Testing Center has stabilized to an extent this past year amid some challenges with sustaining revenue to maintain current staff. Ms. Colleen Eary transitioned to a temporary staff position, and we are grateful to have her continue to provide consistent and professional service to our examinees. However, even amid continuous efforts by Mr. Criss Gilbert to increase revenue and bring in more exams to the Center, we will be cutting hours in the Testing Center this coming year to ensure continued staffing coverage on the busiest days of the week.

I would like to express my appreciation to all the Counseling and Testing Center staff members who helped make 2018-2019 a very successful year. 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
Francie Biesanz, MS, LPC; Senior Counselor/Outreach Coordinator
Crys Champion, PhD, LP; Counselor, Underserved Populations Focus
Tara Farmer, MS, LPC; Counselor/Clinical Case Manager
Randy Kahn, M.Ed., LPC; Counselor
Kristen Marin, PhD, LP; Psychologist/Training Coordinator
Liz Stine, MS, LPC; Counselor
Criss Gilbert, MS; Testing Center Coordinator, Office Manager
Charlene Holler, M.Ed; Academic Skills Specialist, Testing Center Associate
Christal Johansen; Front Office Coordinator
Colleen Eary; Testing Center Associate

Beth Mullen-Houser, PhD, LP – contractual clinical staff

Psychology Residents
Denise Calhoun, PhD
Lindsey Morrissey, PhD

Counseling Interns and Practicum Students
Hollyann Niemiec
Kary Mueller-Schansberg

Student Worker
Emma Kumm
Statement regarding statistics

Efforts have been taken to provide the most valid representation of services offered by the Counseling and Testing Center. We have several ways of collecting data on the clients we see and the services we provide. These methods include Point and Click (PnC; our electronic record-keeping system, which pulls demographic information from PeopleSoft, the school records and registration electronic system), CelestHealth/Behavioral Health Monitor (BHM 20), which is our outcomes assessment program, the Learning Outcomes and Client Satisfaction Survey (LOS; administered at the end of each semester) and our Client Information Form (CIF). Each method has merit and value; however, each of these programs/assessments measure services differently. Aggregate data from the Learning Outcomes and Client Satisfaction Survey and the CIF is shared with participating UW system schools and is contributed to a larger scale study that examines the impact of UW counseling services on its students and campuses. The data from this project are not available until later in the summer. The other measures mentioned above are utilized internally and aid in decision-making regarding clinical service delivery.
Direct & Indirect Services

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), psychological testing, consultations, crisis intervention, and academic skills counseling. Indirect services include Let’s Talk consultations, relaxation room visits as well as outreach (summary provided in a later section). The table below summarizes in number the varied and comprehensive outpatient services that we conduct as a Center, and includes a calendar year of service, specifically, utilization from 5/12/18 through 5/17/19.

NOTE: Our clinical staff FTE reduces from 6.24 during the academic year to 2.83 in the summer months; also, group services and academic skills services are not offered in the summer.

<table>
<thead>
<tr>
<th>Service</th>
<th># of unique Clients for any direct service</th>
<th># of appointments made</th>
<th># of appointments kept</th>
<th>No show rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Therapy Sessions</td>
<td>650</td>
<td>2890</td>
<td>2653</td>
<td>8%</td>
</tr>
<tr>
<td>Intake and Returning Intake Sessions</td>
<td>755</td>
<td>829</td>
<td>764</td>
<td>8%</td>
</tr>
<tr>
<td>Triage</td>
<td>779</td>
<td>879</td>
<td>805</td>
<td>8%</td>
</tr>
<tr>
<td>Urgent Care</td>
<td>129</td>
<td>150</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Academic Skills Intake Sessions</td>
<td>103</td>
<td>116</td>
<td>104</td>
<td>9%</td>
</tr>
<tr>
<td>Academic Skills Visits</td>
<td>61</td>
<td>147</td>
<td>128</td>
<td>13%</td>
</tr>
<tr>
<td>ADHD Assessment visits</td>
<td>12</td>
<td>36</td>
<td>36</td>
<td>0%</td>
</tr>
<tr>
<td>Consultation Visits w/ client</td>
<td>119</td>
<td>161</td>
<td>149</td>
<td>7%</td>
</tr>
<tr>
<td>Referral visit (case manager)</td>
<td>93</td>
<td>112</td>
<td>98</td>
<td>12.5%</td>
</tr>
<tr>
<td>Group Therapy Screening Visits</td>
<td>76</td>
<td>101</td>
<td>90</td>
<td>11%</td>
</tr>
<tr>
<td>Group Therapy; Support Group; Skills Group Sessions</td>
<td>281</td>
<td>1110</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Post-Pathways visits</td>
<td>159</td>
<td>180</td>
<td>159</td>
<td>11%</td>
</tr>
<tr>
<td>Other (couples, psych testing)</td>
<td>8</td>
<td>24</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Relaxation Room Visits</td>
<td>254</td>
<td>700</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Let’s Talk</td>
<td>64</td>
<td>69</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

During the calendar year, May 2018 to May 2019, 1200+ students received direct services. The CTC conducted 6,200+ direct service appointment during this calendar year (visit types listed above minus relaxation room visits and Let’s Talk). Note that this year is the first where we can more
accurately account for group services, which is why the total number is significantly greater than in previous years’ annual reports. Average number of one-on-one individual therapy sessions (excludes triage and intake visits) was 4, before therapy terminated or the client discontinued services. The range varied from 1 session to 21 individual therapy sessions. Only 32 clients were seen for more than 10 individual therapy sessions in the calendar year; representing 5% of clients (seen in individual counseling). This number is significant because it demonstrates how the majority of clients are seen within the brief therapy model of the CTC (12 visits = triage, intake, and 10 individual therapy sessions. Yet it also demonstrates how, when clinically indicated, we can retain clients beyond session limits to provide needed services.

Our no-show rate remained consistent from last year’s rates for many visit types. The no-show rate for individual therapy sessions remained constant at 8%; the no-show rate for intake sessions decreased from 11% to 8%; overall, none of the no-show rates increased this year.

In general, the average profile of a student-client who receives services identifies as female, White, single, and 21 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. Please see Appendix A for more comprehensive demographic information.

Students are asked to identify their presenting concerns, on the CIF, into broad categories. After the intake session, the counseling staff categorizes the concerns more precisely. Again, efforts were made this year to use the CIF to summarize the data, and these are presented in more detail in Appendix B. The most commonly reported presenting concerns included anxiety, stress, depression, problems in school, low self-esteem, and relationship concerns.

The demand for mental health services continues to rise every year, and the fall semester sees the highest of service demand. Below is a summary of efforts the CTC has implemented going into each fall semester for the past several years, in an effort to better meet the growing demands for mental health services:

- Fall 2015: hiring of a clinical case manager, late semester referral process developed
- Fall 2016: additional triage slots first 3 weeks of classes, late semester drop-in groups, phone screening
- Fall 2017: matched triage and intake schedules to clinical flow, added a “priority triage” option
- Fall 2018: Pathways (see group services below for more information)

NOTE: To truly “meet demand” for individual, brief therapy, a counseling center needs to be able to see approx. 30% of student body. For UWL, that would mean tripling counseling staff.
The CTC clinical staff did an exceptional job working together to implement strategies to accommodate the influx of students requesting services in the fall. However, we still found ourselves scheduling triage assessments well past our preferred timeline of within 5 business days of a student’s initial contact.

Because of the contrast from fall to spring semesters (with spring seeing increased demand from previous years but still allowing for scheduling triage within the preferred 1-5 day window), we continued to gather data for triage appointment requests. The following chart summarizes the comparison numbers by semester for the last several academic years. There has been an increase in requested/scheduled triage visits every year. Since 2014, the demand in the fall semester has risen by approximately 45%. The actual number of triage visit scheduled has started to level off given staffing constraints (i.e., we are at full capacity for the hours our clinicians can engage in triage); however, we do increase these visits every year. And, this chart includes phone screening data – see explanation below the chart.

Spring semester demand has always been lower, but it has also started to increase in recent years. Since 2014, the demand in the spring semester has risen by approximately 28%.

*In the fall semester 2018, over the first 14 weeks of the semester, we screened 90 students over the phone. Whereas in the past nearly all of those appointment requests would have gone to triage, we were able to schedule 63% (57 students) into other appointment types (most often intake, but also referral visits or Let’s Talk). Therefore, this number (436 triages scheduled in fall) would have been 493 without our modification in scheduling.
**Group Services**

In addition to individual direct service contacts, the CTC offered group counseling options this academic year, plus drop-in group options and academic skills workshops. See Appendix C for images of the advertisements. As noted above, the major change implemented this academic year to increase access was the addition of a Pathways group workshop. In short, Pathways is an educational, interactive workshop meant to accelerate the change process. While it is not traditional group therapy, it is a structured and supportive group workshop with specific learning objectives. Students are referred from triage, have three workshops sessions within one calendar week, and then follow-up with their referring clinician to determine what other services may be helpful. Preliminary outcome data of this pilot year indicate that just over 50% of students who complete Pathways enter into brief individual counseling, and nearly 25% go into another group. Approximately 15% of students indicate that they do not need other mental health services after completing Pathways.

Group membership ranged from three members to twelve. Whereas last year approximately 70 students utilized group services, this year over 300 students were seen in a group format. We continue to offer at least one drop-in skills group every semester, where students are not required to have a pre-group meeting with a clinician. We will continue to look at offering these types of services, always being mindful of balance of reducing perceived barriers to access while still keeping in mind potential safety concerns for students in these drop-in groups. We also continued to offer a group that started the second half of the semester, and offered Pathways through the last week of classes, which assists in having supportive options for students who came to the CTC very late in the semester.

**Case Management Services**

Tara Farmer, LPC, is our clinical case manager. She has engaged in networking with community providers, thus elevating our understanding of resources and improving coordination of care. She helps students navigate insurance and other health care needs when they leave UWL or need specialized services. During the 2018-2019 academic year, Ms. Farmer assisted in 93 student referrals to services outside of the UWL campus community. The chart below summarizes the reasons for referrals such as these.
Academic Skills Services

Our Academic Skills Specialist, Charlene Holler, offered a variety of skills-based workshops on topics such as test preparation, time management and study skills. These workshops continue to be poorly attended, with the majority of workshops resulting in zero attendees. Ms. Holler continues to see consistent numbers in her individual academic skills visits, although slightly lower the past two years, and was able to manage the demand for services well this year. Learning points from both Let's Talk advertising and model, as well as how we refer and structure Pathways, have provided our Center with ideas for the upcoming year with regard to academic skills services (see goals section).

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. This is the seventh year that UWL has participated in this study.

In the Fall of 2018 and Spring of 2019, clients were sent an email with an invitation to access the learning outcomes survey at a protected website. Data is 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, for this annual report, data from 2017-18 would normally be reported; however, this past year the Primary Investigator

Reason for Referral

N = 93

- service need did not fit our model of care (33%)
- student preference (12%)
- need for temporary care (e.g., winter, summer) (15%)
- ineligibility (graduating, transfer, withdrawal) (3%)
- scheduling difficulty (37%)
of the project left to take another position prior to data analysis and reports being completed. Therefore, we do not have outcome data for this year’s report.

Adjunctive Services

The Relaxation Room is an indirect service available to any registered UWL student, whether a client at CTC or not. The room offers a low-lit, quiet space for students to use at any time the office is open. It has strong visibility and frequent use. Recent years have seen a decrease in utilization; however, we saw in increase in utilization during the 2018-2019 academic year; 254 unique students used the relaxation room for a total of 700 visits.

In 2018-19 we continued to have psychiatric services available at UWL through Student Health Services (SHC) with Kristine Brink, APNP, as a primary provider a few hours/week, with Dr. Tom Trannel providing consultative services twice/month. Psychiatric services are funded by student segregated fees as well as money received from Western Technical College (WTC). Currently, the psychiatric services are available to UWL students and WTC students but are reserved for those students with serious and/or complex psychiatric needs.

“Let’s Talk” Outreach Program

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” is a program for UWL students that provides easy access to informal and confidential support and consultation with clinicians from CTC.

Now in its 5th year, we offered a second location for Let’s Talk. In addition to OMSS, we had two hours in the student Union. We intentionally promoted on digital signage on the days that the service was available (Mondays & Fridays), and we saw a significant increase in utilization (i.e., increased over 300%, from 15 students to 64 from 2017-18 to this year). We entered in demographic data in PnC but we are unable to export that data. What we do know of students who accessed Let’s Talk is that 81% identified as White, 19% as non-White. Both locations were accessed regularly, with the OMSS location seeing slightly more traffic (59% of visits occurring in that location).

Outreach Programming

The outreach 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 response to crisis. All of the CTC clinical staff, the academic skills specialist, and testing coordinator completed at least one outreach program. CTC staff provided a total of 92 outreaches this year. This does not include the summer START parent programs, which reaches close to 3000 individuals. Our most requested programs are related to stress/anxiety.
management, learning about the CTC services, and academic skills. Faculty and staff request the most programming.

CTC is also committed to providing suicide prevention training and do so through our Campus Connect trainings. The primary audience is new Residence Life student staff and new Hall Directors, who we train as the fall semester starts. We continue to offer an open enrollment training for faculty/staff and for students, at least once for each population, per year.

**Testing Services**

The UWL Testing Center epitomizes the *Wisconsin Idea* that education should impact people’s lives beyond the classroom. Our goal is to promote academic, emotional, social, and cultural growth through assessment within an atmosphere of inclusivity. We strive to offer a superior testing experience for all, so everyone can fully participate in learning and demonstrate their knowledge and strengths through assessment. The UWL Testing Center offers a high level of customer service. Word of mouth is a powerful marketing tool which we foster by providing a welcoming and respectful experience. We are frequently complemented on the friendliness, efficiency, cleanliness and security of our center.

The Testing Center administers exams for admission, certification, licensure, employment screening and UW course placement. We serve the university community and the greater Coulee Region, drawing examinees from a large area of the upper Midwest for exams not administered elsewhere.

Our two computer testing labs administer exams for over a dozen test providers, including ETS, Pearson, Scantron, PSI and several smaller test companies. The Test Center proctors several paper-based programs, including ACT, GRE Subject tests, SAT, UW Placement exams and State of Wisconsin Department of Agriculture exams for pesticide applicators and weights and measures certification.

Our largest program continues to be UW Placement exams in Math, English and World Languages, coordinated by the UW Center for Placement Testing at UW Madison. Each UW system campus offers placement exams during the spring regional testing cycle; students can test at a campus close and convenient to them and have scores sent to the campus they will attend. Registration for UW Placement on the UWL campus has increased over 50% in the past eight years.

Many programs remain remarkably stable, with only minor fluctuations from year to year. GRE has been consistent with 500 to 600 students testing each year. LSAT registrations are trending upward with the introduction of their new digital exam. Demand for proctoring of correspondence & distance learning exams continues to be strong. While the Praxis exams for teacher certification have declined in recent years, other teacher certification programs such as Foundations of Reading and Minnesota Teacher Licensure Exam remain popular.

The Testing Coordinator, Criss Gilbert, continues to explore expanding programs to better serve UWL students and the greater community, recently adding a new exam vendor, the National Testing Network, providing employment screening for public safety, firefighter and corrections jobs.
See the table below showing test volume over the past 5 years for the computer-based tests. In addition to these computer-based exams, our testing center gave over 3000 paper and pencil exams (over 2400 of which were the UWS placement exams). Appendix D contain an overview and details of the various tests the CTC offered this past year.

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<tr>
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<td>22</td>
<td>36</td>
<td>21</td>
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<tr>
<td>PSI (non USPS)</td>
<td>53</td>
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<td><strong>3051</strong></td>
<td><strong>3296</strong></td>
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ADHD Assessments and Psychological Testing

Attention Deficit-Hyperactivity Disorder (ADHD) evaluations include the use of several different assessment measures and help in identifying treatment and academic accommodation needs. All evaluations and resulting diagnoses are important. The CTC has worked hard to develop a sound and comprehensive evaluation process that is consistent with best practices. The evaluations include a thorough initial evaluation before determining if a full assessment is deemed appropriate. Through consultation with one another, our staff modifies and hones the referral process and this initial evaluation in order to avoid unnecessary testing and cost to students, and allows for exploration of other possible contributing factors to attention-related problems (e.g., substance use, sleep difficulties, anxiety).

Psychological testing (e.g. personality assessment) is done on an as-needed basis and administered by the clinician when deemed clinically appropriate.

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, ATP Cross Cultural Guides, Division of Student Affairs Staff Recognition Committee, First Year Registration and Orientation, Trans Task Force Steering Committee, and Search and Screen Committees.

Additionally, 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.

Teaching Contributions

Several staff members regularly guest lecture in a variety of classes in topics related to stress management, adjustment to college, academic skills, disordered eating, and how to help students in distress, and stress management. This past academic year, nearly all clinical staff members and our Academic Skills Specialist presented in classrooms (including many UWL 100 classes). In addition, Charlene Holler continues to teach an undergraduate course in the summer session on developmental reading.

Professional Development

During the 2018-2019 year, the staff was involved in a variety of professional activities. These included thrice monthly training activities coordinated by Dr. Marin, as well as workshop and conference attendance pursued by staff to meet ongoing licensure requirements and further
develop areas of clinical interest and expertise. Some continuing education topics include: suicide assessment, solution-focused brief therapy (refresher on 2-day training from last year), making effective referrals to group, and DBT skills. In addition, we used time once/semester for strategic planning work group meetings.

See below for training information specific to diversity and inclusion.

**Supervision and Training**

The CTC continues to offer a practicum and internship program for a Masters-level counselor trainee. The CTC also continues to be a postdoctoral psychology resident training site. Tara Farmer, LPC, provided primary supervision to our Masters-level intern, and our two residents provided secondary supervision to the intern. Dr. Kristen Marin serves as primary supervisor to the two residents, and Drs. Crys Champion and Gretchen Reinders served as secondary supervisors for the postdoctoral residents during the academic year and summer. In addition, Dr. Champion provides secondary supervision for the resident in the diversity-focused rotation, and Dr. Reinders provides secondary supervision for the resident in the eating disorders rotation and primary supervision for our newest practicum student. The rest of the CTC clinical staff provide informal supervision via consultation.

**Diversity and Inclusive Excellence Efforts**

The CTC always has several trainings related to diversity in our weekly rotations, but this year, with assistance especially from Dr. Kristen Marin and Dr. Crys Champion, our center also had trainings on the following: microaggressions, power/privilege, and watching several videos specific to cultural groups (including Hmong and Black individuals). In addition, our office engaged in the following:

- Offered a training rotation for our psychology residents on Diversity, which included trainings with D & I offices and IEE and provision of Let’s Talk consultation services in OMSS.
- Continued membership and active participation on the Trans Task Force steering committee.
- Participation in the UWL Drag Show.
- Organization and sponsorship of open-enrollment Campus Connect gatekeeper trainings to faculty/staff and students.
- Co-sponsorship and participation in Stomp Out Stigma event.
- Continued participation in the ATP program via cross-cultural guides.
- Addition of a Let’s Talk location, a program designed in part to offer a different access point to mental health services for students who may not otherwise do so, which often includes racial minority groups.

The CTC was granted approval to post for a new clinical position, for a Counselor/Psychologist and Diversity & Inclusion Liaison. This position was established to meet several needs, including: partnering the CTC with the newly formed Division of Diversity & Inclusion (D & I), demonstration of
UWL’s (and the CTC’s) commitment to addressing the unmet needs of our underrepresented students, and offering an alternative access point in a space identified by students of color as a safe space on campus. The search was successful and our new clinician in this D & I Liaison role begins in August 2019.

Goals from 2018-19

The CTC successfully implemented moving to secure messaging between providers and clients via PnC, and transitioned to using PnC to track outreach programming.

The CTC did form a Group Services Committee, and continued to hone our Training committee, having core clinical staff involved in supervision join the existing bi-monthly training meeting (between Director and Training Coordinator) once/month. A committee for clinical management was not formed, in part due to focusing on the long-term needs of the growing Center, which includes advocating for an Assistant Director who would lead the clinical management. This is not achieved yet.

D & I Liaison position – as noted, this position was recently hired and will start in August 2019.

Finally, we did implement a one-year strategic plan. Below is a summary:

CTC Strategic Plan 2018-19

Goal #1

By May 15, 2019, the Counseling & Testing Center (CTC) will implement efforts to increase participation in group services, as demonstrated by an increase in group utilization of 15%, from approximately 70 clients to 80 clients participating in group services.

Progress made: With the addition of the Pathways group workshop, this goal was met several times over. Group participation increase to 281 students, and we saw our other groups fill quicker and retain members. Pathways groups averaged 7 participants in the fall and 4.4 in the spring. Other groups saw less attrition and we increased average attendance from 3.8 to 5.3 per (non-Pathways) group. In addition, a Group Services Committee was formed to better plan, implement, and evaluate these services throughout the year.

Goal #2

By May 15, 2019, in order to promote the long-term sustainability of our Testing Center, the Counseling & Testing Center (CTC) will develop and implement a marketing plan to increase visibility of testing services on campus to students, local schools (secondary and higher education), and community members, as demonstrated by an increase in number of examinees in the Testing Center by 4%, from 2541 examinees to 2642.

Progress made: We saw some progress made on this goal. The number of examinees did increase but not to the stated goal; increased to 2587, reflecting 2% growth. Some steps
along the way included staff training on what the Testing Center has to offer so that we can best refer. In addition, the Testing Coordinator engaged in outreach to Academic Advising, Admissions, and a local high school, and created advertising, specifically to promote CLEP.

**Goal #3**

By May 15, 2019, 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 10% more clients identifying as students of color utilizing CTC services from approximately 127 clients served to 140.

**Progress made:** Progress is tentative but positive; of students seen in 18-19, approximately 15% identified as non-White (up from 13%). We also increased utilization of the Let’s Talk program, and of the students accessing that service, 19% identify as non-White. We did not have D & I Liaison clinician this year, and therefore we intend to carry forward much of the action steps associated with this goal.

**Accomplishments, 2018-19**

In addition to using secure messaging in PnC, we continue to work more closely with the SHC as it pertains to recordkeeping and permissions within PnC.

We are effective in our use of case management; we have a solid referral network, and provide bridging and connecting services in person to students. We are better every year in assessing a client’s presenting concerns and determining appropriate level of care.

We offered consistent groups across semesters (same groups, mostly same days/times) and saw them fill quicker and retain memberships. We saw great success in this first pilot year of the Pathways workshop.

We managed the potential for burn out with regular case consultation, professional support, and mindful and purposeful attention to work-life balance.

We worked as a team to outline both a 3-5 year plan for the CTC, as well as participate in UWS awareness-raising and advocacy for increased mental health resources.

**Challenges during 2018-19**

Access: our demand for services in the fall semester continues to grow and impact access for students.

PnC: while we continue to learn and better use our record-keeping system, it remains a challenge to make significant progress with limited tech support.
Front desk: we have one person running the front office for both counseling and testing, and this makes for an exceptionally challenging work load, especially at the busiest times of the semester. In addition, clinical and testing staff cover the noon hour, and we have very limited back-up options for coverage if/when the front desk coordinator needs to be out (which is rare, but does happen). We received support for hiring part-time assistance at the front desk for 2019-20. Even though we are losing our current front office coordinator, we are hopeful to have the support we need this coming year.

Testing: As noted, we are not able to sustain a full-time, benefitted testing associate position and will continue with a temporary staffing model for the coming fiscal year. In addition, we are reducing testing hours by closing on Mondays.

Initiatives and Goals for 2019-20

The CTC looks forward to the partnership with the Division of Diversity & Inclusion via the newly hired clinical position who will be our Diversity & Inclusion Liaison.

The CTC will continue with its strategic plan for 2019-20, to address both challenges and opportunities that we are facing.

With the changing staff (3 staff members leaving) and support for new positions and space, the CTC will have an exciting and challenging year ahead. There will be several goals to address these changes, including:

- Hire for recently/soon-to-be vacated positions of Counselor, Training Coordinator, and front office coordinator (USA2). The first of these positions is filled and at the time of writing, the other two are in process.
- We have support to expand our physical space down the hall to vastly increase office space, add a group room, add secure storage space, and reconfigure current front desk and waiting room space. We will work with facilities to best re-imagine the expanded space.
- CTC received financial support to change the two postdoctoral residencies to two (2) ten-month Counselor positions. We also have support for two (2) additional ten-month Counselor positions. With limited space and the Training Coordinator position being vacated, we will use the upcoming academic year to plan for the future of our training program as a whole, to best meet the growing needs of the campus. Therefore, we plan to partner with the SHC by utilizing their counseling space with the hiring of contract clinical staff, using some of the approved funding.
- We have kept our Counselor search open and hope to be able to hire the two new Counselor positions from this pool.
Appendix A

Client Characteristics, as reported on the Client Information Form (CIF) and pulled from Point and Click (PnC). Not all clients responded to all items.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender Identity (data pulled from CIF)</strong></td>
<td><strong>70%</strong></td>
</tr>
<tr>
<td>Woman</td>
<td>70%</td>
</tr>
<tr>
<td>Man</td>
<td>28%</td>
</tr>
<tr>
<td>Transgender</td>
<td>1%</td>
</tr>
<tr>
<td>Self-identified (written response)</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Age (data pulled from PnC)</strong></th>
<th><strong>Range: 18-52; Mode: 21</strong></th>
</tr>
</thead>
</table>

| **Sexual Orientation (data pulled from CIF)** | **85%** |
| Heterosexual                    | 85%          |
| Lesbian                         | 1.6%         |
| Gay                             | 1.8%         |
| Bisexual                        | 5%           |
| Questioning                     | 2.5%         |
| Self-identified (written response) | 2.1% |

| **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)** | **85.5%** |
| African American/Black          | 2.8% |
| Asian American/Asian            | 5% |
| Latinx                          | 3.6% |
| White                           | 85.5% |
| Other racial minorities         | 3% |

| **Religious/Spiritual Preference (data pulled from CIF)** | **14%** |
| Agnostic                        | 14% |
| Atheist                         | 6% |
| Buddhist                        | 0.5% |
| Catholic                        | 18% |
| Christian                       | 33% |
| Hindu                           | 0.2% |
| Jewish                          | 0.5% |
| Muslim                          | 0.1% |
| No Preference                   | 20% |
School of Enrollment (data pulled from CIF)

Science & Health 39%
Liberal Studies 26%
Business Administration 13%
School of Education 8%
Education, Exercise Science, Health & Rec 6%
Arts & Communication 5%

University Academic Status (data pulled from PnC)

NOTE: because of the timing of pulling data from PnC and this source utilizing current academic standing and not standing as of the appointment date, we do not have accurate academic status reporting for this year. Trend data reveals a very consistent representation across the four levels (freshman to seniors at 20-25%), and 4% of clients being graduate students.

Current or past military service (data pulled from CIF)

No (or N/A) 98%
Yes 1.6%

International Student (data pulled from CIF)

No or N/A 99%
Yes 1%

CIF = Client Information Form  PnC = Point and Click
Appendix B – Most common client reported presenting concerns, per Client Information Form (CIF)

**Reported Concern (round to nearest percent)**

<table>
<thead>
<tr>
<th>Concern</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety/fears/worries (non-academic)</td>
<td>82%</td>
</tr>
<tr>
<td>Depression/sadness/mood swings</td>
<td>65%</td>
</tr>
<tr>
<td>Stress/Stress management</td>
<td>54%</td>
</tr>
<tr>
<td>Problems related to school or grades</td>
<td>44%</td>
</tr>
<tr>
<td>Friends/roommates/dating concerns</td>
<td>43%</td>
</tr>
<tr>
<td>Low self-esteem/confidence</td>
<td>35%</td>
</tr>
<tr>
<td>Attention/concentration</td>
<td>30%</td>
</tr>
<tr>
<td>Procrastination/motivation</td>
<td>28%</td>
</tr>
<tr>
<td>Sleep difficulties</td>
<td>23%</td>
</tr>
<tr>
<td>Eating behavior/weight problems/eating disorders/body image</td>
<td>21%</td>
</tr>
<tr>
<td>Shyness/social discomfort</td>
<td>18%</td>
</tr>
<tr>
<td>Choice of major/career</td>
<td>16%</td>
</tr>
<tr>
<td>Anger/irritability</td>
<td>15%</td>
</tr>
<tr>
<td>Suicidal thoughts/urges</td>
<td>13%</td>
</tr>
<tr>
<td>Physical symptoms/health</td>
<td>9%</td>
</tr>
<tr>
<td>Grief/loss</td>
<td>8%</td>
</tr>
<tr>
<td>Family-related concerns</td>
<td>8%</td>
</tr>
<tr>
<td>Childhood abuse</td>
<td>7%</td>
</tr>
<tr>
<td>Sexual assault</td>
<td>7%</td>
</tr>
<tr>
<td>Self-injury</td>
<td>6%</td>
</tr>
<tr>
<td>Alcohol/drug use</td>
<td>5%</td>
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<tr>
<td>Sexual Orientation</td>
<td>3%</td>
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<tr>
<td>Gender Identity</td>
<td>2%</td>
</tr>
<tr>
<td>Cultural adjustment</td>
<td>2%</td>
</tr>
<tr>
<td>Prejudice/Discrimination</td>
<td>1%</td>
</tr>
</tbody>
</table>
Appendix C: Group Therapy Flyers

JOIN THE GROUP
UWL Counseling & Testing Center: Fall Semester 2018

All groups are for STUDENTS ONLY. A pre-group meeting or pre-registration is required unless otherwise noted in the description. To set up this meeting or to get more information, CALL: 608.785.8073 or VISIT: 206 Centennial

WORKSHOPS & SKILLS GROUPS

PATHWAYS
AVAILABILITY OF TIMES
Pathways is an educational interactive workshop to accelerate the change process. This 10 session workshop is structured with specific learning objectives, with each session building on material from the preceding session giving our 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 to learn more.

MINDFUL WAY THROUGH DEPRESSION
THURSDAYS
4:00-5:00 PM
Most people experience symptoms of depression at some point in their lives, and few are as troubling as a true state of anxiety. This group is for those who have anxiety disorder and are interested in learning skills to manage anxiety in a group setting. This group meets weekly and focuses on skills for managing anxiety. Group members will be encouraged to incorporate these into their daily lives. Set up a pre-group meeting to learn more.

LIVING SOCIAL
MONDAYS
3:45-5:05 PM
This group is for students who experience social anxiety that impacts relationships, academic performance, and overall well-being. Learn skills for managing and ultimately reducing the anxiety people experience in different social situations. Participants can also connect with one another and provide support. Set up a pre-group meeting to learn more.

MINDFUL EATING
THURSDAYS
4:00-5:30 PM
This program addresses eating patterns that interfere with in a healthy life (e.g., emotional eating, bingeing, purging, over-eating and skipping meals). Skills learned in an individual coaching and group setting will be used to focus on healthier eating patterns. Participants can also connect with one another and provide support. Set up a pre-group meeting to learn more.

PANIC/WORRY: STATE OF MIND AND BODY
THURSDAYS
12:00-1:00 PM
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 well-being. Set up a pre-group meeting to learn more.

SUPPORT GROUPS

GRIEF & LOSS SUPPORT GROUP
MONDAYS
4:00-5:00 PM
This group is for those who have lost 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 types of loss, find support, and identify coping skills. Set up a pre-group meeting to learn more.

CHECK IT OUT: RELAXATION ROOM
Tucked inside 206 Centennial is a quiet, calm, low-light space for a timeout, a break, or even a nap (lounge chairs, pillows, blankets provided)! No appointment needed. Drop-in to Chill-out.

LIKE, COMMENT, SHARE: DISCUSSION
WEDNESDAYS
1:30-4:30 PM
This group is for those who wish to process current events from a culturally inclusive and socially just perspective. This is a drop-in group; no pre-group meeting or pre-registration is required. Location: 206 Centennial.

WOMEN’S HEALING GROUP
THURSDAYS
4:00-5:00 PM
This group is for female students who have experienced sexual trauma and are interested in learning skills for coping with their experiences. If you are interested or have questions, contact Kaitlin (kaitlin@uwla.edu).

TRANS SUPPORT GROUP
SAT & SUN: 11:00 AM-1:00 PM
This group is for those who identify as a gender-expansive person or are exploring questioning their gender identity and are interested in peer support. This group will provide an opportunity to share experiences and perspectives in a supportive context. If you are interested or have questions, contact Ceri (ceri@uwla.edu).

VETERAN’S SUPPORT GROUP
SAT & SUN: 11:00 AM-1:00 PM
This group is for military veterans interested in peer support and an opportunity to share experiences and perspectives unique to veterans on a college campus. If you are interested or have questions, contact counselor Dandy Johnson (dandy@uwla.edu).

ACADEMIC SKILLS WORKSHOPS

TEST PREPARATION FOR LESS TEST ANXIETY
WEDNESDAYS
3:30-4:30 PM
This workshop will provide tips on how to prepare for exams, but how to manage the stress on test day. Email or stop in to pre-register for the first Prep sessions.

FALL REBOOT
THURSDAYS
3:30-4:30 PM
If you feel your grades should be better for this time you are in college, come to this workshop. You will learn a step-by-step study approach for effective study sessions. Call or stop in to pre-register for one of the fall Reboot sessions.

NO APPOINTMENT NEEDED:
LET’S TALK
MONDAYS
2:30-3:30 PM
4:30-5:30 PM
FRIEDAYS
1:00 AM-2:00 PM
10:00 AM-11:00 PM

Let’s Talk is a no-appointment/walk-in consultation option at locations outside of our Counseling Center. Students meet with a counselor on a first-come, first-served basis, and no topics are off limits. Check the Let’s Talk website for more information and updates.
JOIN THE GROUP

UWL Counseling & Testing Center: Spring Semester 2019

Workshops & Skills Groups

Pathways
Various Days & Times
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 stresses of college. Set up a pre-group meeting to learn more.

Mindful Way Through Depressions
Tuesdays: 4:00-5:00 PM
Most people experience symptoms of depression at some point. In this group, we examine how thưởng and negative emotions work together and how to break out of the downward spiral that often accompanies depression. Each group meeting will consist of an educational component and time to practice guided meditations that group members can incorporate into their daily lives. Set up a pre-group meeting with Denise to learn more.

Living Social
Mondays: 3:45-5:15 PM
This group is for students who experience social anxiety that impacts relationships, academic performance, and overall well-being. Learn skills for managing and ultimately reducing the anxiety people experience in different social situations. Participants can also connect with one another and provide support. Set up a pre-group meeting with Liz to learn more.

Mindful Eating
Fridays: 12:00-1:30 PM
This program addresses eating patterns that interfere with living a satisfying life. It covers topics such as mindful eating, behavioral skills for effective eating. Set up a pre-group meeting with Beth to learn more.

Panic/Worry: State of Mind & Body
Fridays: Noon-1:00 PM
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 reduced anxiety. Set up a pre-group meeting with Kelly to learn more.

Support Groups

Grief & Loss Support Group
Wednesdays: 4:00-5:00 PM
This group is for those who have had a loss of a family member or friend and are finding grief processes a struggle. This group will explore the grief process and the many layers of loss and support, and identify coping skills. Set up a pre-group meeting with Franchesca to learn more.

Like, Comment, Share: Discussion
Wednesdays: 3:00-4:30 PM
This group is for those who wish to process current events from a culturally inclusive and socially just perspective. This is a drop-in group; no pre-group meeting or pre-registration is required. Location: 2006 Centennial.

Women’s Healing Group
Day & Time to be determined
This group is for female identified individuals who have experienced sexual trauma and are feeling lost, incorrected, confused, or disengaged. Join this group to receive support from others who are also feeling and learning new skills for coping with your experiences. If you are interested or have questions, contact Emily (greenerl@uwla.edu).

Trans Support Group
Day & Time to be determined
This group is for those who identify as a gender-expansive or are exploring questioning their gender identity, and are interested in peer support. This group will provide an opportunity to share experiences and unique perspectives in a therapeutic context. If interested in or have questions, contact Cary (chery chambers@uwla.edu)

Veteran’s Support Group
Day & Time to be determined
This group is for military veterans interested in peer support and an opportunity to share experiences and perspectives unique to veterans on a college campus. If you are interested or have questions, contact counselor (vetner@uwla.edu)

Academic Skills Workshops

Test Anxiety
Various Wednesdays: Noon-1:00 PM
Get tips on how to set goals for exams and how to manage the stress an exam can bring. Call or stop in to pre-register for one of the sessions.

Studying: Quality vs. Quantity
Various Wednesdays: Noon-1:00 PM
If you feel your grades should be better for the time you put into studying, come to this workshop. You will learn a step-by-step approach for effective study sessions to retain more in less time. Call or stop in to pre-register for one of the sessions.

No Appointment Needed: Let’s Talk

Mondays: 2:30 PM-4:30 PM
3rd Floor Union
11:00 AM-1:00 PM
100 Centennial
A no appointment needed, brief, one-time consultation with a CIT counselor. Let’s Talk is not a substitute for counseling or urgent care. Visit our website for more information and updates.

Relaxation Room

Tucked inside 2006 Centennial is a quiet, café, low-light space for a timeout, a break, or even a nap (couches/pillows/bathrobes provided). No appointment needed.

25 | P a g e
Appendix D - Monthly Testing Data by test company (or type)

**Castle Scantron**

![Castle Scantron chart]

**Educational Testing Service**

![Educational Testing Service chart]
### PAN

- Other (7)
- CBPO (24)
- FBI (12)
- TSA (57)

### Pearson/VUE

- Other (72)
- IT (72)
- MTLE (212)
- FORT (228)
Miscellaneous Exams

- Kryterion (31)
- Comira (8)
- ProV (21)