

MEETING THE NEEDS OF STUDENTS THROUGH “EXPRESS COUNSELING”: PILOTING A PROGRAMMATIC SHIFT TOWARD A ONE-TWO SESSION MODEL BASED ON A LONGITUDINAL DATA ANALYSIS

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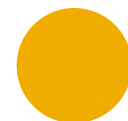
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LEARNING OBJECTIVES

- **How to utilize data to inform programmatic decisions**
- **Utility of one or two-session model**
- **Technological advantages and benefits of the online educational modules**

PRESENTATION OUTLINE

- Problems on a national level
- Introduction of St. John's University & Center for Counseling & Consultation (CCC)
- Data analysis strategy used at St. John's CCC
- Operational challenges & utility of one or two-session model
- Pilot program at St. John's CCC in the Fall of 2019 semester
- Questions & Answers



BACKGROUND LITERATURE ON PREMATURE TERMINATION IN UNIVERSITY COUNSELING CENTERS (UCC)

- Al-Jabari, Rawya et al. (2019) cites rates ranging between 60-93% in Psychology Training clinics
 - No clear trends or variables to explain the patterns of premature termination!
- Renk & Dinger (2002)
 - Higher depression sxs → more likely to prematurely terminate

| | | |
|--|------------|-------------|
| Client gave no notice or gave no reason | 131 | 35.8 |
| Client stopped attending without notice | 114 | |
| Client gave notice but no reason | 17 | |
| Mutual agreement/satisfaction | 86 | 23.5 |
| Mutual agreement between therapist and client to terminate | 57 | |
| Client satisfied with gains | 29 | |
| Client difficulties unrelated to treatment | 73 | 19.9 |
| Client relocated/moved | 31 | |
| Client experiencing job constraints | 13 | |
| Client experiencing financial hardships | 8 | |
| Client experiencing scheduling difficulties | 7 | |
| Client experiencing transportation difficulties | 5 | |
| Client experiencing relationship difficulties | 5 | |
| Client experiencing health-related difficulties | 4 | |
| Client sought services elsewhere | 42 | 11.5 |
| Client sought services elsewhere | 24 | |
| Client was referred elsewhere | 18 | |
| Client dissatisfaction with services | 31 | 8.5 |
| Client felt that progress was not being made | 23 | |
| Client was dissatisfied with services or therapist | 8 | |
| Therapist terminated therapy | 3 | .8 |

BACKGROUND LITERATURE CONT.

- Kokotovic, A. M., & Tracey, T. J. (1987)
 - Satisfaction was the most important variable in predicting drop out
 - Social influence variables (client perception of counselor expertness and trustworthiness) were related to clients' returning following intake - but only to the extent that they correlated with satisfaction
 - Some evidence that length of time between intake and FU appointment impacts premature drop out

BACKGROUND LITERATURE CONT.

- Hatchett, G. (2008)
- Negative impact of premature termination
 - Therapist lower morale / demoralization
 - Threatens economic efficiency of UCC
 - Missed sessions block appointments for others
- Suggests educating therapists about the problem and how to discuss with clients
- Mismatch between therapist and client goals?
- Do students understand therapy?
- Use intake to actually begin treatment
- Frame therapy as brief (it can always be extended)
- Monitor progress objectively throughout



ST. JOHN'S UNIVERSITY



- **Private, Catholic university**
- **+20,000 Students**
- **Highly Diverse Student population**
- **43% Pell-eligible/Very High Need**
- **72% from NYC metropolitan area**
- **3400 live in residence**
- **Six Campuses**



CRISIS IN COLLEGE MENTAL HEALTH

- “Crisis” in Chinese Character consists both “Danger” And “Opportunity” = 危机
- Increased demands for counseling
- Long wait times for students to be seen
- Greater complexity of needs
- Highest modes of counseling attendance – one and two appointment at St. John’s University



CENTER FOR COUNSELING & CONSULTATION (CCC) GOALS

- **Timely appointments**
- **What is our time-to-appointment?**
- **Appointment volume?**
- **How many of those appointments delay treatment for others?**

ASSESSMENT GOALS

- Explore the extent of attrition
- Explore appointment wastage
- Explore whether specific sub-groups of students would benefit from increased support from intake through course of treatment (utilization as % of attrition)
- Explore whether key student sub-groups are more likely to come for services (utilization as % of students)
- Explore whether key student sub-groups are more likely to attend sessions (utilization as % of attendance)



DATA ANALYSIS STRATEGY



- Data is exported and organized by ...
 - form (Appointment, CCAPS, Intake, SDS forms)
 - clientid (permanent student identifier)
 - Academic Year (based on form's note date)
- Data is aggregated by ...
 - Intake, SDS forms: [clientid, Academic Year]
 - CCAPS-62/34: repeated administrations are turned into new columns: [administration_{a,b,c} of subscore_{1,2,3}]
 - Appointments: sum of each [attendance status]
- forming 1 row per 1 clientid per 1 Academic Year

| clientid | AcademicYear | ccaps_depression_1 | ccaps_anxiety_1 | ccaps_depression_2 | ccaps_anxiety_2 | Appointments | Academic Status |
|----------|--------------|--------------------|-----------------|--------------------|-----------------|--------------|-----------------|
| 12345 | 2017-18 | 2.22 | 1.23 | 2.05 | 1.03 | 5 | Freshman |
| 12345 | 2018-19 | 1.75 | 0.88 | BLANK | BLANK | 2 | Sophomore |

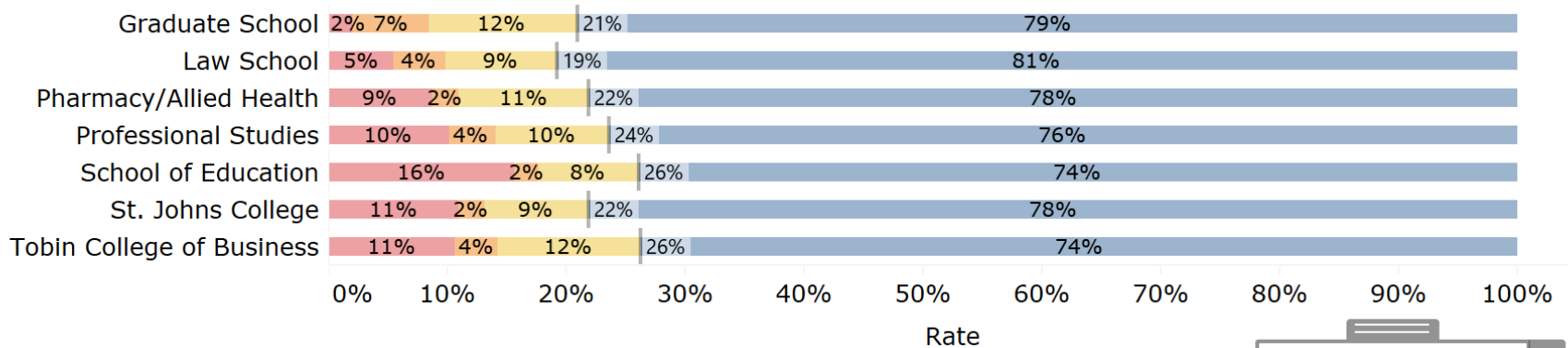
DEMOGRAPHIC ROUNDUP

- We identified every demographic variable we had, and then some we didn't (yet)
 - Residence, Academic probation (from GPA)
 - Personal Demographics: Gender, Race
 - Clinical 'Demographics': CCAPS-34 Cut-scores, Suicidal students or students with histories of suicide, Trauma histories
- Demographic vars. are powerful analytic centerpieces that you can apply to any question:
 - Standard profile template (utilization, attendance trends, CCAPS progress)

Demographic profile tool

College Demographics

Attendance, Reschedules, Cancellations, and No-show Rates of students first seen for intake in Academic Year 2018-19. Rates are defined as the total of that appointment type over the total number of all types of appointments.



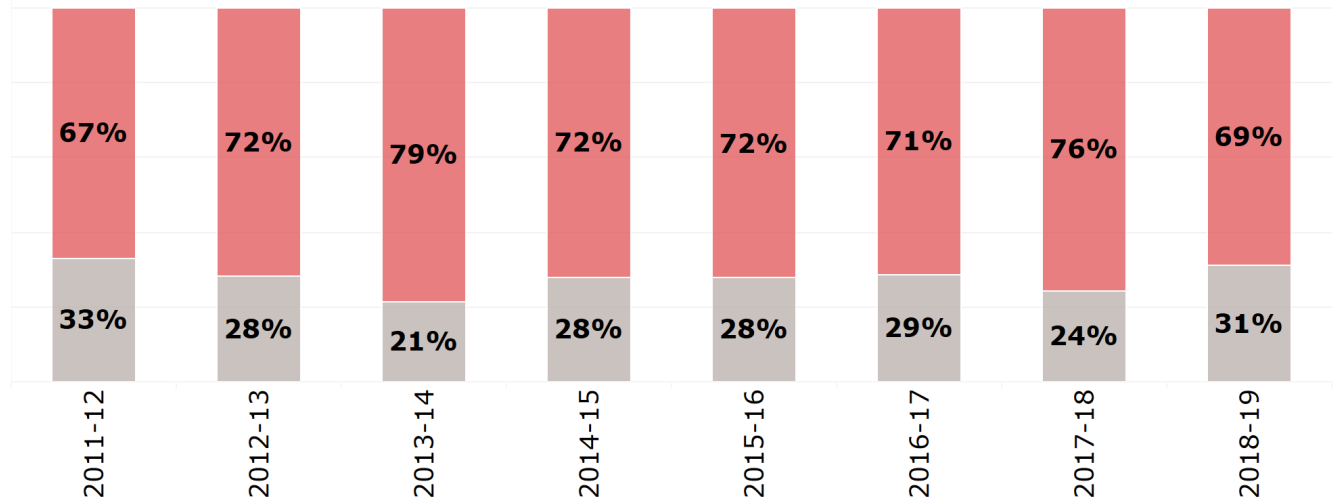
Rate of no-show Rate of cancel Rate of re-schedule Rate of attendance

Demographic Filter

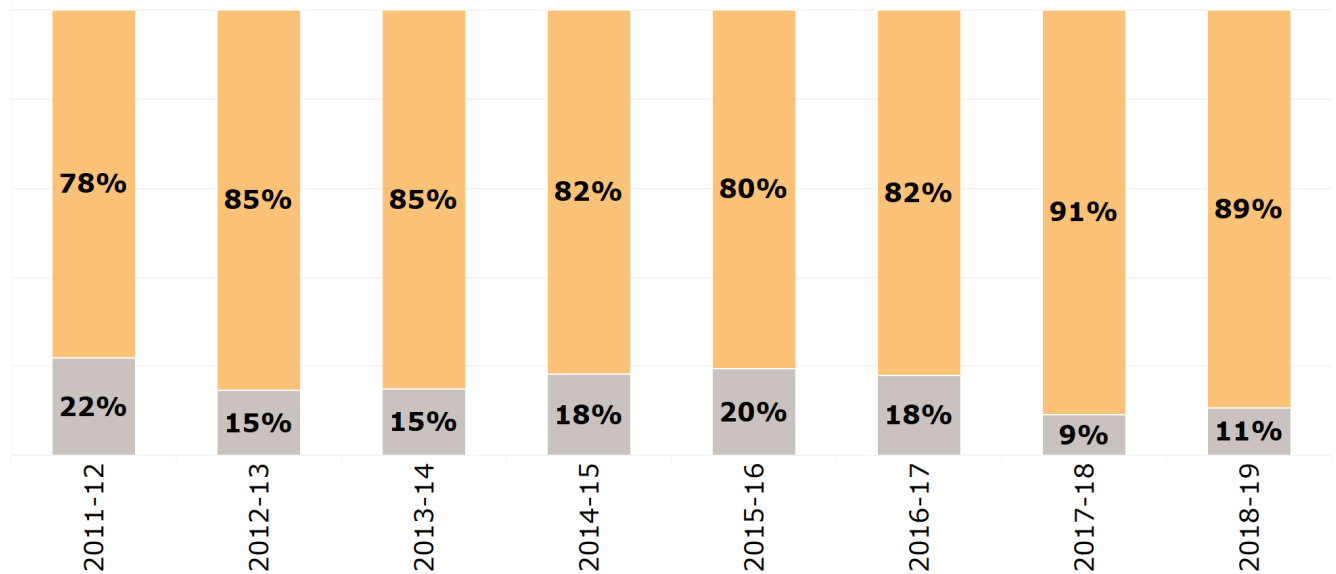
College

- All clients
- Academic Status
- Transfer
- Campus
- College

No-show Appointments

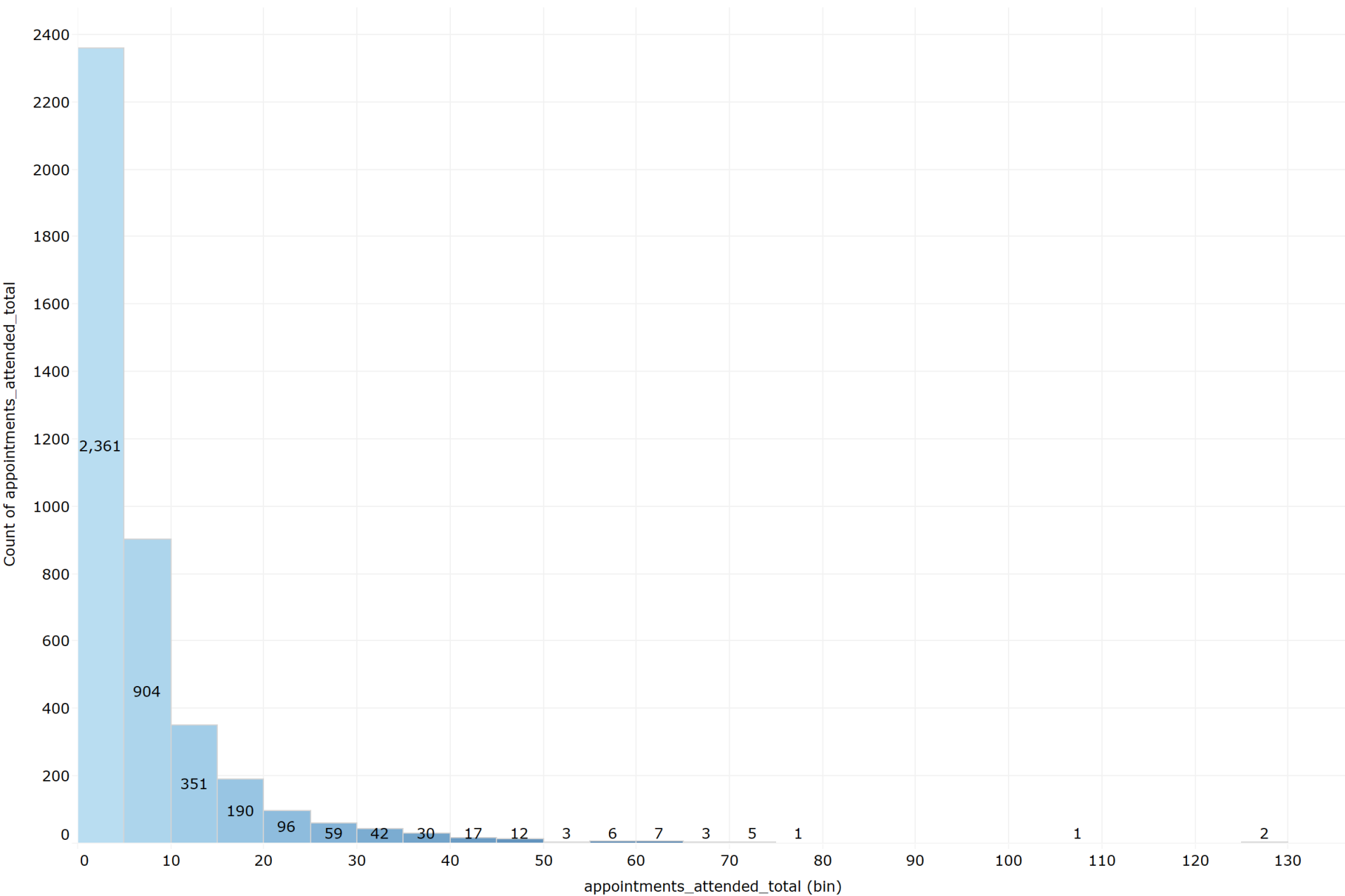


Rescheduled Appointments



Ever seen for full intake
Never seen for full intake

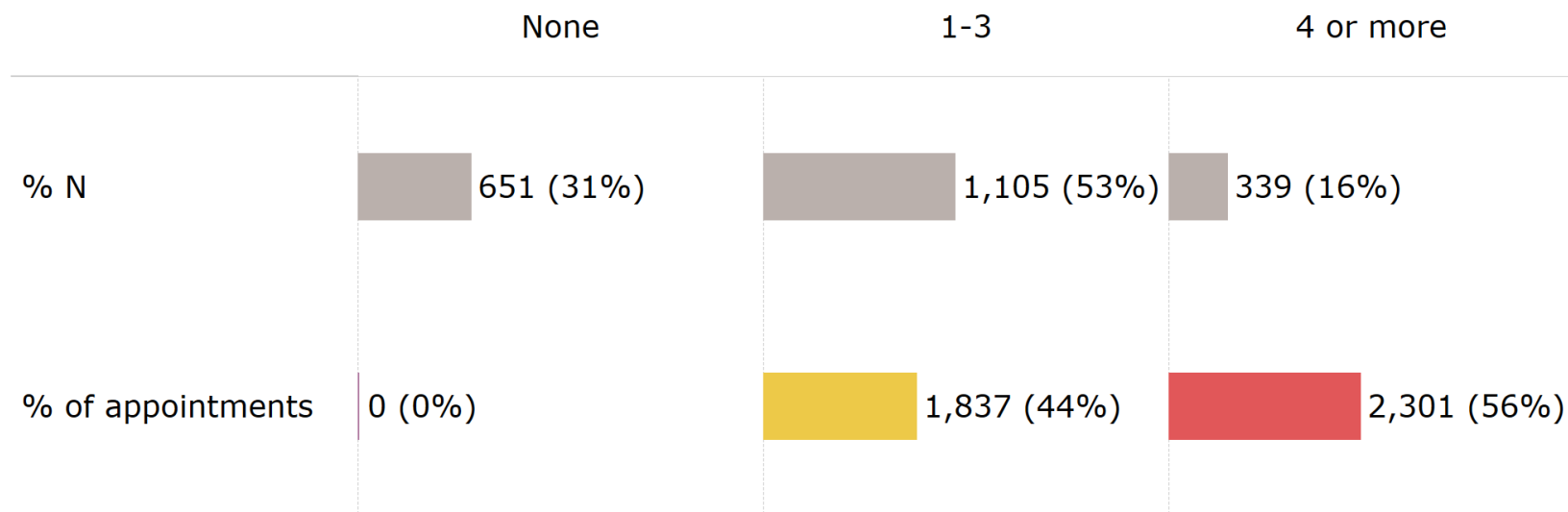
Attendance total by client (combined attendance from 2011 to 2019)



The trend of count of appointments_attended_total for appointments_attended_total (bin). Color shows details about appointments_attended_total (bin). The data is filtered on FIRSTSEEN, which ranges from 1 to 1. The view is filtered on appointments_attended_total (bin), which keeps non-Null values only.

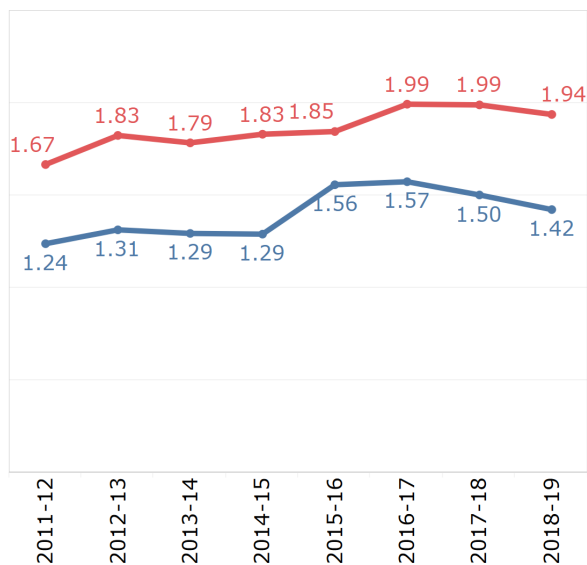
All clients seen for services

Total missed appointment count (no-show, rescheduled, canceled)

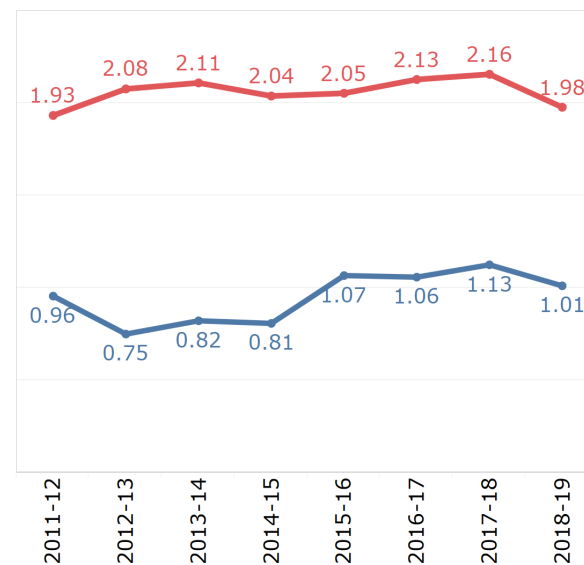


First CCAPS of
year
Last CCAPS of
year

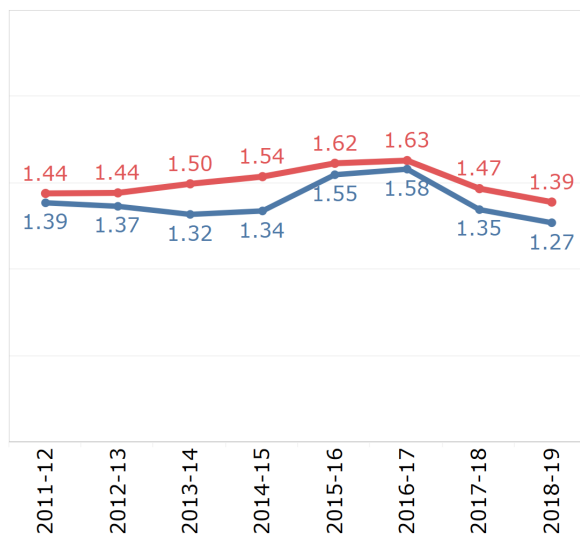
Depression



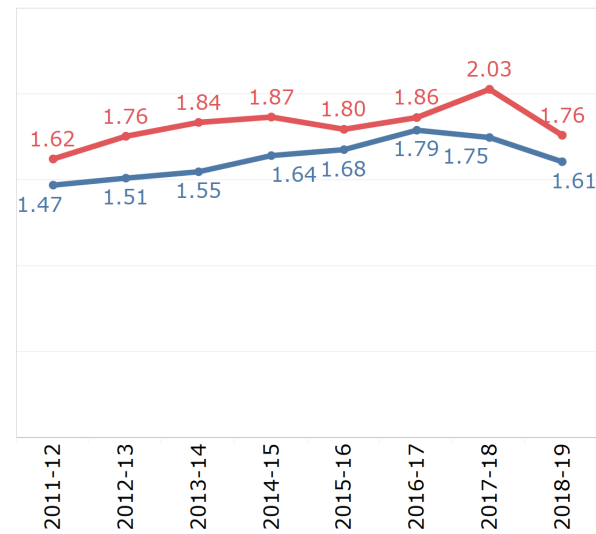
Suicidal Ideation >=1



Family Distress



Academic Distress



OPERATIONAL CHALLENGES AT ST. JOHN'S UNIVERSITY CCC

- **High no-show rate**
- **Highest mode of appointment attended – one-two session**
- **College students wants “immediate access” to counseling**



GENERATION Z



PROPOSED PILOT PROGRAM AT ST. JOHN'S CCC

- **Cultural shift among staff members:**
 - (a) **Unlearning from past classroom learning**
 - (b) **Scheduling follow-up appointment responsibility – client and therapist**
- **Cultural Context of St. John's Students**
- **Introduction of “Express Counseling” – Get Buy-In from staff**
- **Training - single-session model**
- **Training – TAO Connect online program**

BENEFITS OF THE ONLINE EDUCATIONAL MODULES

- **Mutual match between Generation Z college students and online psychoeducational programs**
 - (a) immediate access to resources**
 - (b) resources for students before meeting with counselor in-person**
- **Additional resources for distance/online and study abroad students**
- **Positive outcome for anxiety treatment**
- **Adjunct “therapy” resources for in-between in-person counseling sessions**
- **Efficiency use of clinical resources**

EVALUATION STRATEGY FOR LONGITUDINAL ANALYSIS OF THE PROGRAM

- Evaluations should have an exploratory system, a set of concrete KPIs to investigate, and conclude with setting targets for next year
- CCAPS follow-up design (defining a course of treatment and benchmarking it)
- How to incorporate simple experimental design into your academic year?
 - Group therapy (track clientid and inclusion criteria)
 - Targeted interventions (track clientid and inclusion criteria)



○ Questions, Answers or Feedback

