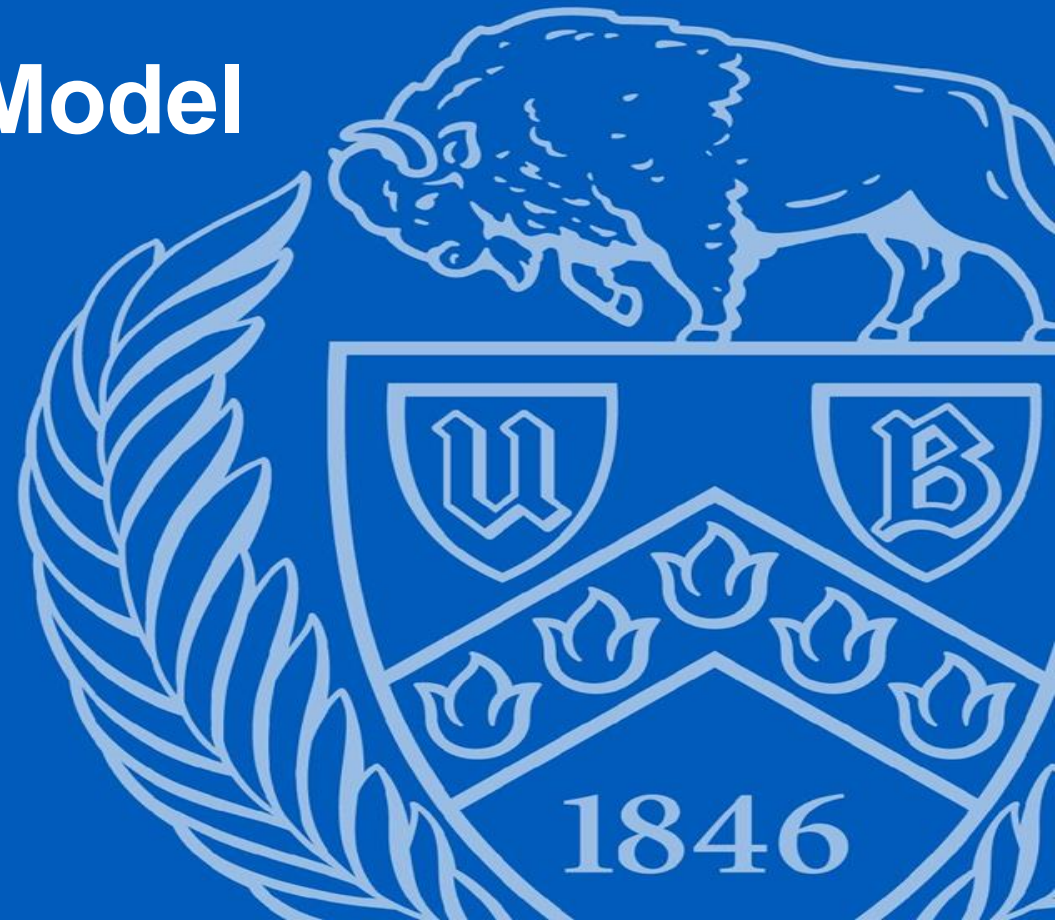


Improving Access to Clinical Services: Transitioning to a Same-Day Needs Assessment Model





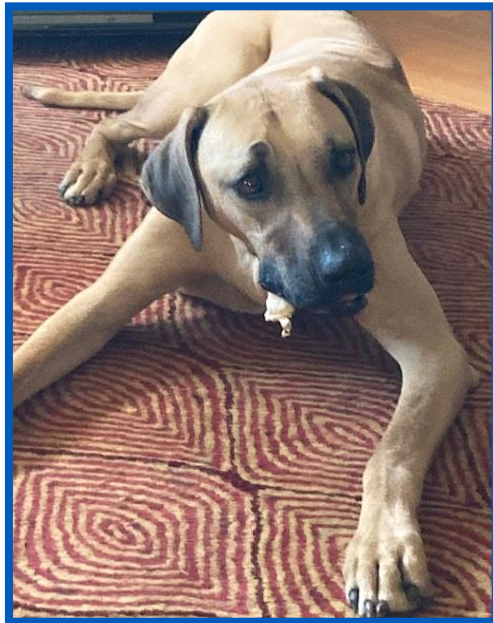
LAND ACKNOWLEDGEMENT

We would like to acknowledge the land on which the University at Buffalo operates, which is the territory of the Seneca Nation, a member of the Haudenosaunee/Six Nations Confederacy. This territory is covered by The Dish with One Spoon Treaty of Peace and Friendship, a pledge to peaceably share and care for the resources around the Great Lakes. It is also covered by the 1794 Treaty of Canandaigua, between the United States Government and the Six Nations Confederacy, which further affirmed Haudenosaunee land rights and sovereignty in the State of New York. Today, this region is still the home to the Haudenosaunee people, and we are grateful for the opportunity to live, work, and share ideas in this territory.

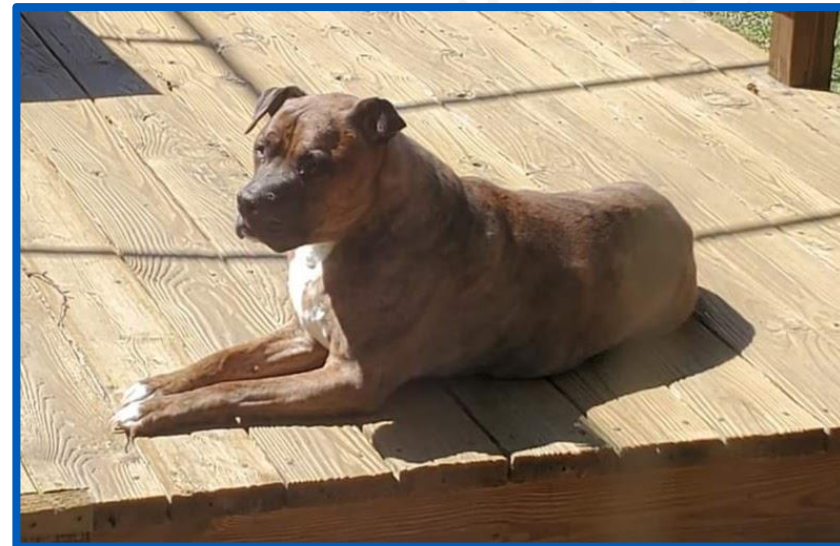
Introduction and Conflict of Interests Statement

Andrea Greenwood, Ph.D. and
Amanda Tyson-Ryba, Ph.D. - University at Buffalo

The presenters have no actual or potential conflicts
of interest in relation to this program.



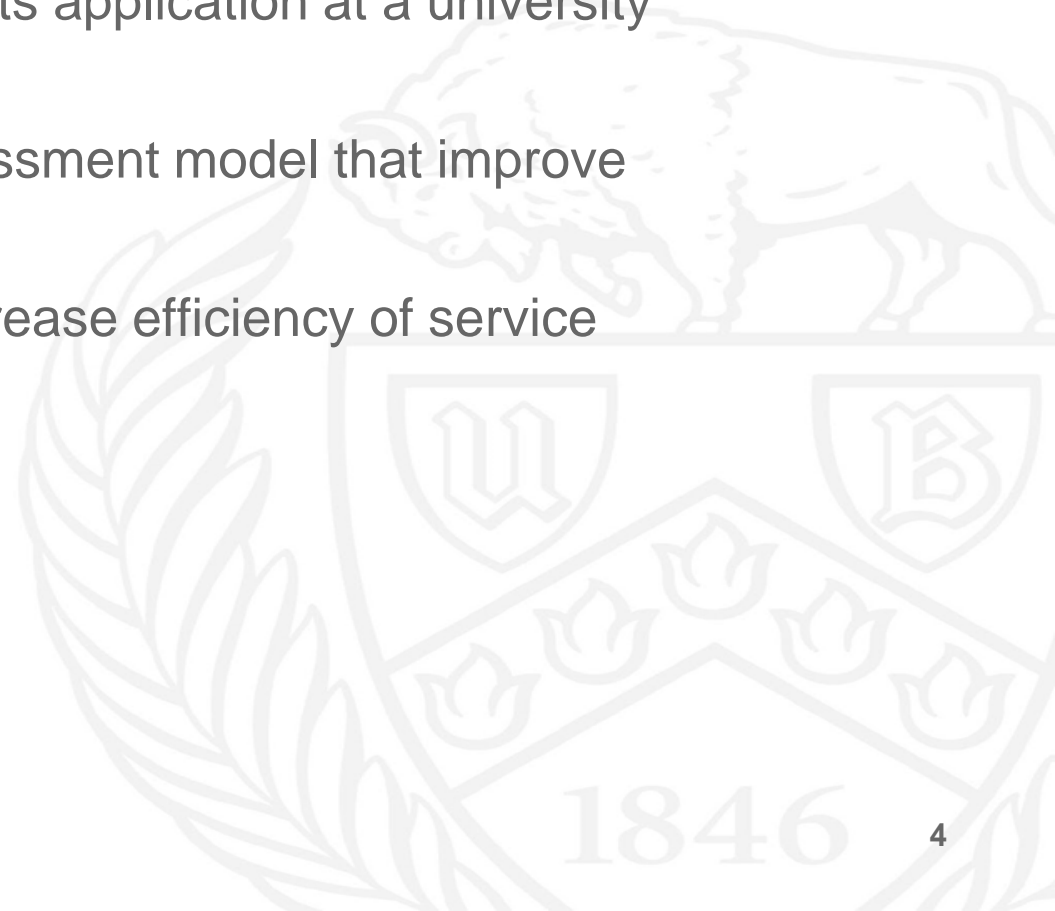
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Learning Objectives

- Describe a same-day Needs Assessment model and its application at a university counseling center.
- Identify at least 3 benefits to a same-day Needs Assessment model that improve access to services.
- Identify changes made post-pandemic that further increase efficiency of service delivery.



Rationale for presentation

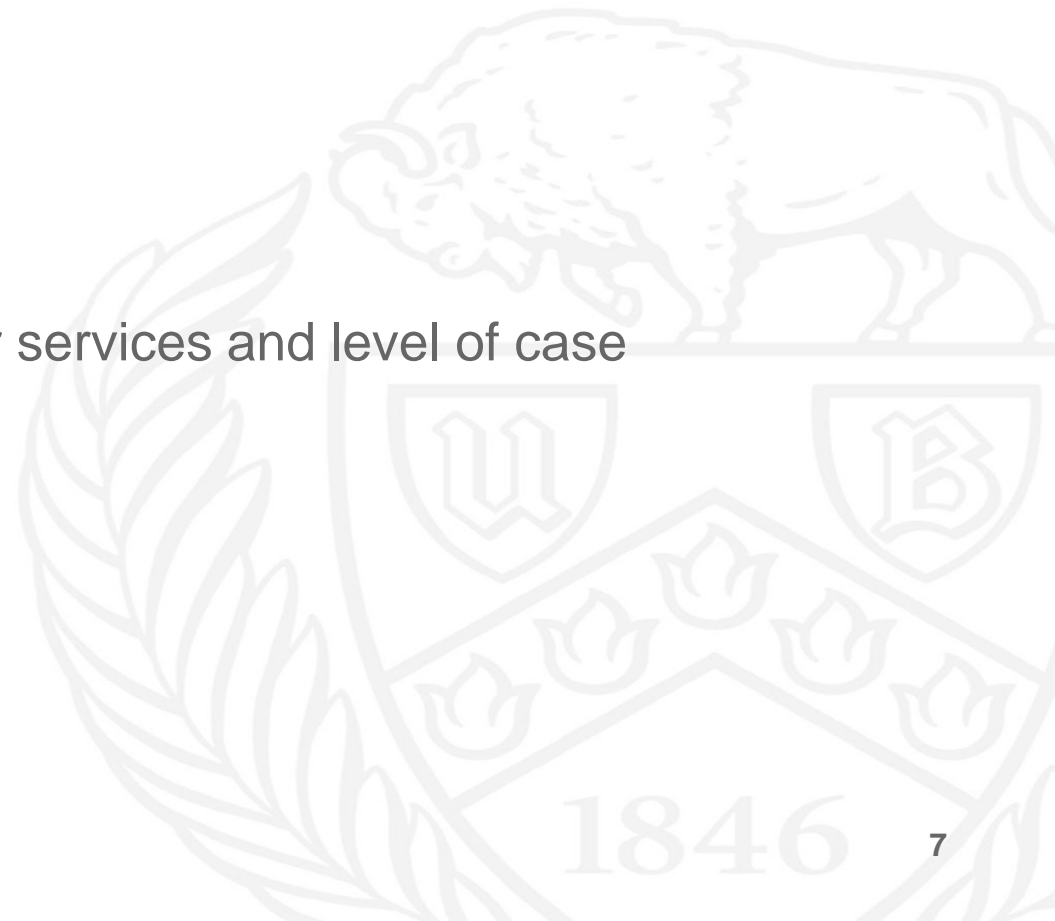
- Increasing demand for services
 - Pre-pandemic AUCCCD data
 - 2022 AUCCCD Annual Survey: National trends showing increasing demand (85.5% centers report an increase in utilization in 2021-2022, reflecting a rebound from the 65% of centers that reported decreases in 2020-2021)
- Emerging complexity of adolescent mental health needs
 - Twenge's findings on GenZ regarding social media use, adolescent isolation
 - Future research on impact of COVID (restrictions, isolation, learning)
- Challenge created by the demand is increasing delay to accessing services

Our Situation

- Previous Initial Assessment (IA) model
 - Prescheduled 50-minute in person psychosocial evaluation with prior client paperwork completion and expectation to diagnose
- Challenges
 - Significant wait time – average wait time of 9.77 days for an appointment
 - Attendance rate – 68.8% show
 - Impact on efficiency of services
 - Delayed assessment of risk
 - Missing the window of increased motivation for services
 - Impact on staff morale
 - Impression of our services/access → reduced confidence in our center

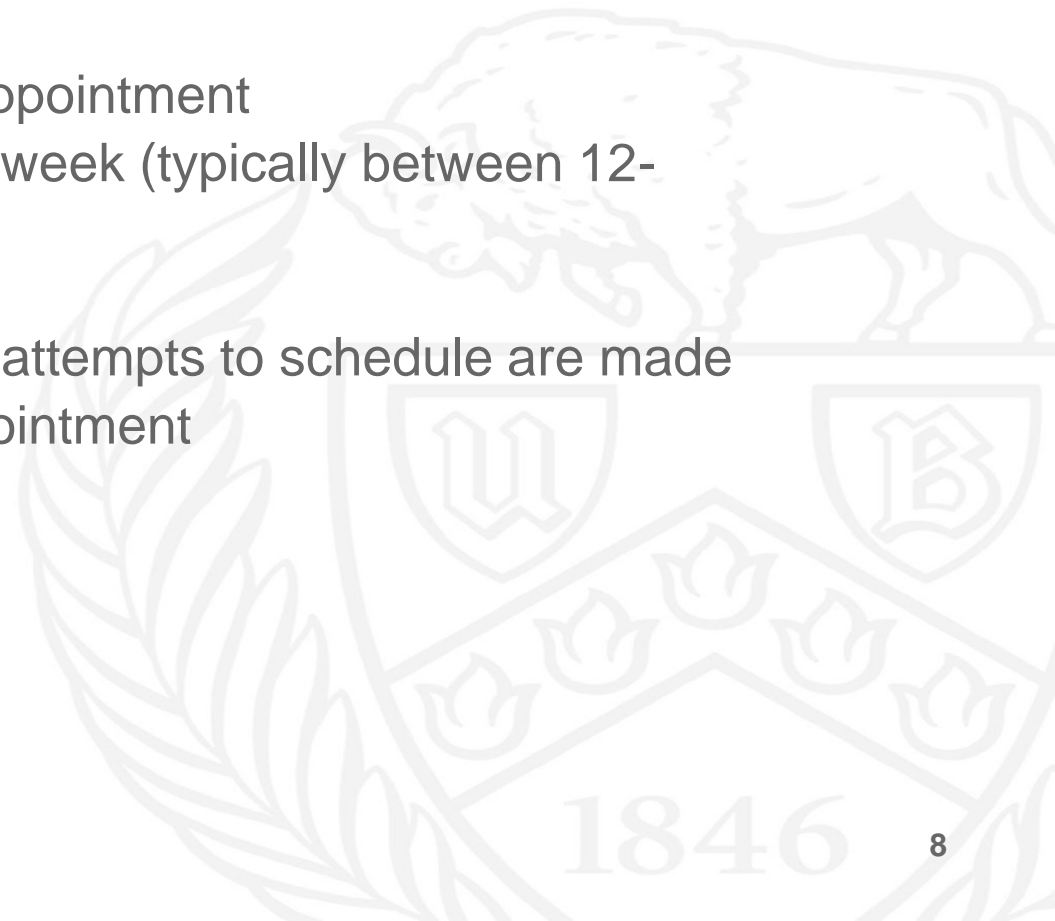
Goals for updating the model

- Reduce wait time
- Improve attendance
- Reduce paperwork for clients
- Reduce documentation time for staff
- Improve efficiency for determining appropriateness for services and level of case assignment



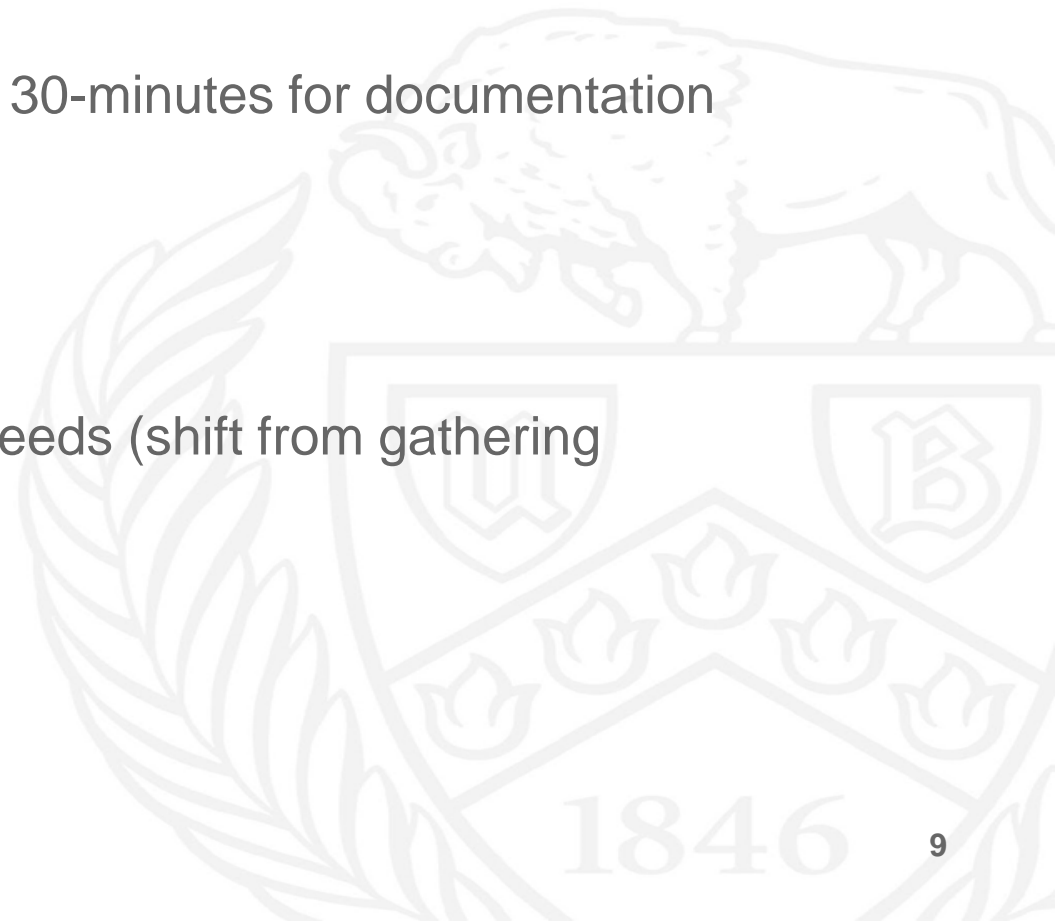
Structuring a Same-Day Needs Assessment Model (Summer 2019, launched pre-COVID)

- The Student Experience
 - Students call for same-day 30-minute in person appointment
 - Appointments are offered throughout the day and week (typically between 12-20/day)
 - Call back next day if appointments are filled
 - Appointments are prescheduled if 3 unsuccessful attempts to schedule are made
 - Abbreviated client paperwork upon arrival for appointment



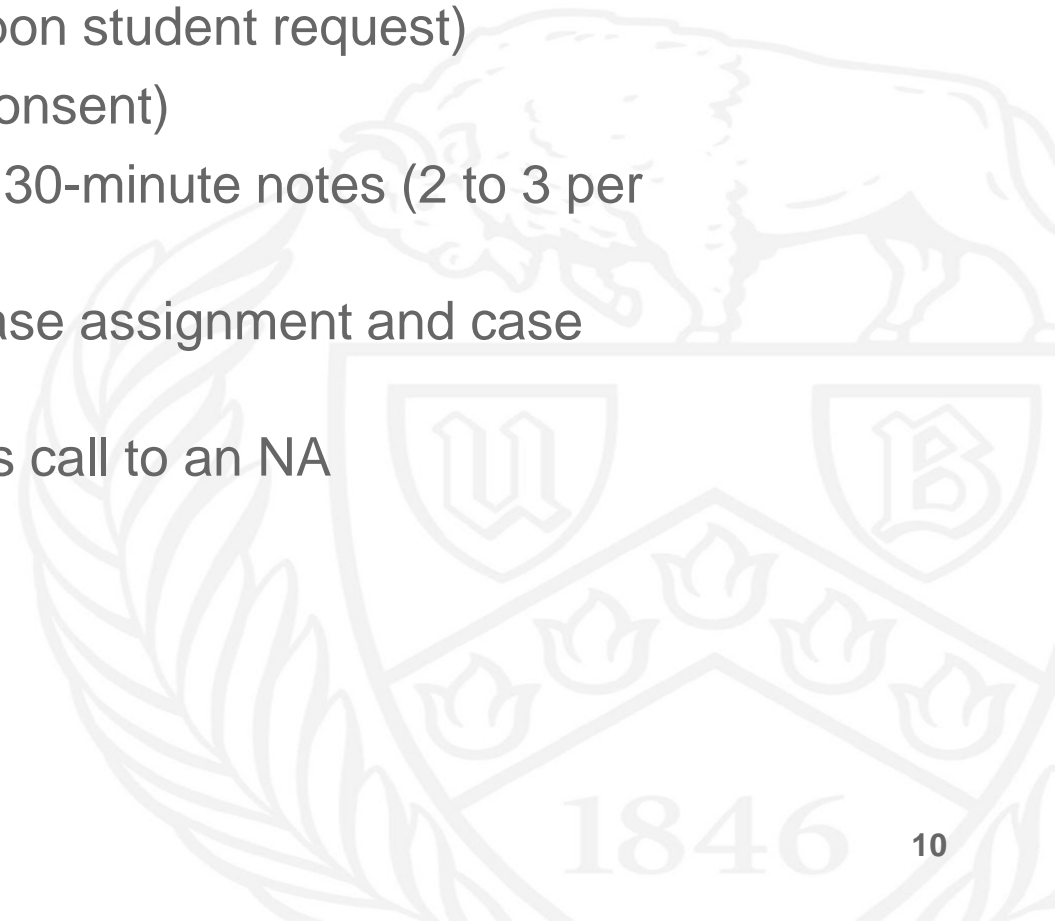
Structuring a Same-Day Needs Assessment Model (Summer 2019, launched pre-COVID)

- The counselor experience
 - Three 30-minute back-to-back appointments, with 30-minutes for documentation
 - Scripted data form/use of tablet
 - Consistent language about scope of services
 - Structured interview questions
 - Real-time documentation
 - Streamlined the assessment to focus on current needs (shift from gathering comprehensive psychosocial history)
 - No need to cover for staff absences



Refining the Same-Day Needs Assessment Model (learning through/post-COVID)

- Switched from in person to phone (with exceptions upon student request)
- Eliminated client paperwork (with exception of client consent)
- Changed scheduling to 30-minute NA alternating with 30-minute notes (2 to 3 per counselor, based on time of year)
- Recent addition of past-trauma question to improve case assignment and case disposition
- Crisis counselor has option/flexibility to convert a crisis call to an NA



Wait Time Data

Year	2022-2023	2021-2022	2020-2021	2019-2020* Implementation Year	2018-2019
% 0 days waiting	92%	93%	96%	84%	8%
% Next day	5%	4%	2%	6%	9%
% within 7 days	8%	7%	4%	16%	41%
% within 14 days					72%
% within 21 days					98%
Average wait	0	0	0	.5 days	9.77 days

*NAs in person with client paperwork, so bigger impact on scheduling

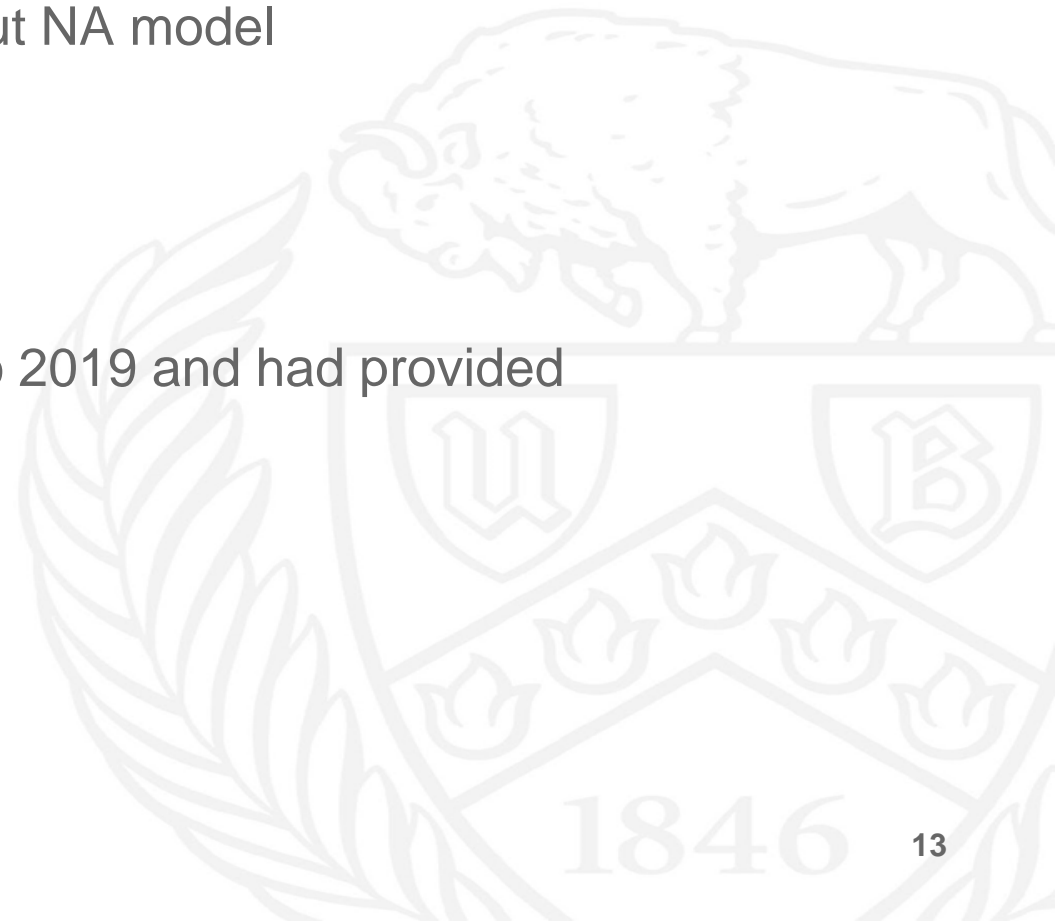
Attendance Data

Year	2022-2023	2021-2022	2020-2021	2019-2020* Implementation Year	2018-2019
% attended	94.2%	95%	95.4%	91.7%	68.8%
% canceled or rescheduled	2.2%	2.0%	2.1%	4.9%	13.6%
% no-showed	2.7%	2.4%	1.2%	2.8%	15.7%

* NAs in person

Staff Feedback

- Survey of staff in Spring 2023 to obtain feedback about NA model
 - 68% response rate
 - senior counselors
 - trainees
 - front office staff
 - 47% of providers were employed at UBCS prior to 2019 and had provided assessment in the previous IA model



Staff Feedback: Key Findings

Access

- Phone is efficient for most students (100% Strongly Agree/Agree)
- Students can access NA at time of highest motivation (95% SA/A)
- NA model is responsive to students in heightened distress (95% SA/A)

Documentation

- Dataform is structured efficiently (100% SA/A)
- Dataform gives appropriate guidance with respect to risk assessment and documenting clinical concerns (83% SA/A)
- NA appointments are typically completed in 25-30 minutes (94% SA/A)
- Documentation (complete data form, consultation notes, WL entry, group referrals) and follow-up is typically completed within 25-30 minutes (82% SA/A)
- Amount of documentation is a manageable part of my clinical work (76% SA/A)

Staff Feedback: Key Findings

Scheduling

- I value the predictability in my schedule. (100% SA/A)
- I valued the flexibility to adjust/shift NAs in my schedule to accommodate other work commitments.(100% SA/A)
- I value the flexibility to have NAs in my work schedule on work from home days. (91% SA/A)

Trainees (6)

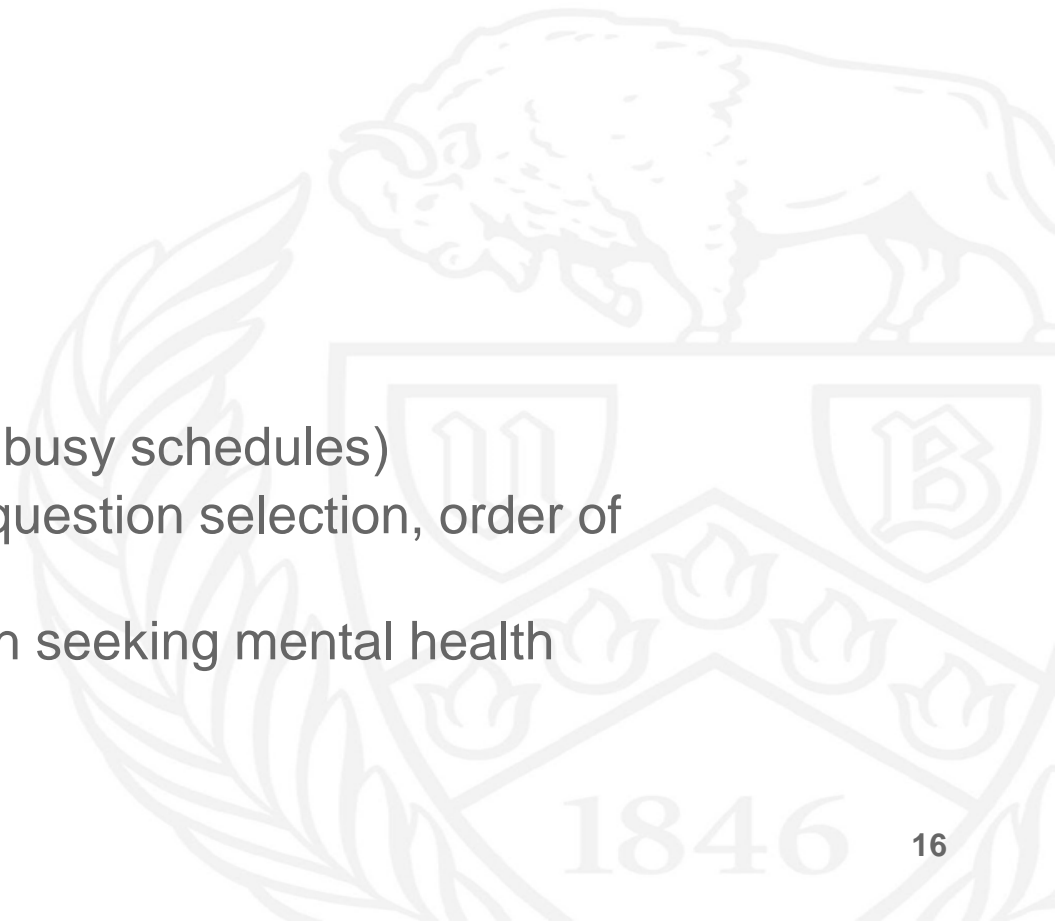
- As a trainee, I am clear about expectations and procedures for consultation. (100% SA/A)
- Learning to conduct NAs in this model helped me to develop assessment skills.(100% SA/A)

Curious finding

- Preference to have more information from students PRIOR to the NA appt (adjustment to not having students complete paperwork other than consent form) (28% SA/A, 39% neither A/D, 33% Disagree/Strongly Disagree)
 - But 78% SA/A that **not** having prior paperwork is clinically appropriate to the purpose of making a recommendation for most appropriate services with the expectation that additional assessment will occur with students who are linked for services with UBCS at the end of the NA.

Benefits to Students

- Improved responsiveness to student needs
 - 92% same day assessment
 - 97% on 2nd attempt of scheduling
 - Optimizing motivation for services
- Reducing barriers to services
 - Eliminating client paperwork
 - Time commitment for appointments (fits students' busy schedules)
 - Focus on goal setting and resources (via scripts, question selection, order of questions)
 - May improve comfort for students less familiar with seeking mental health resources
 - Improved clarity and timeliness of next steps

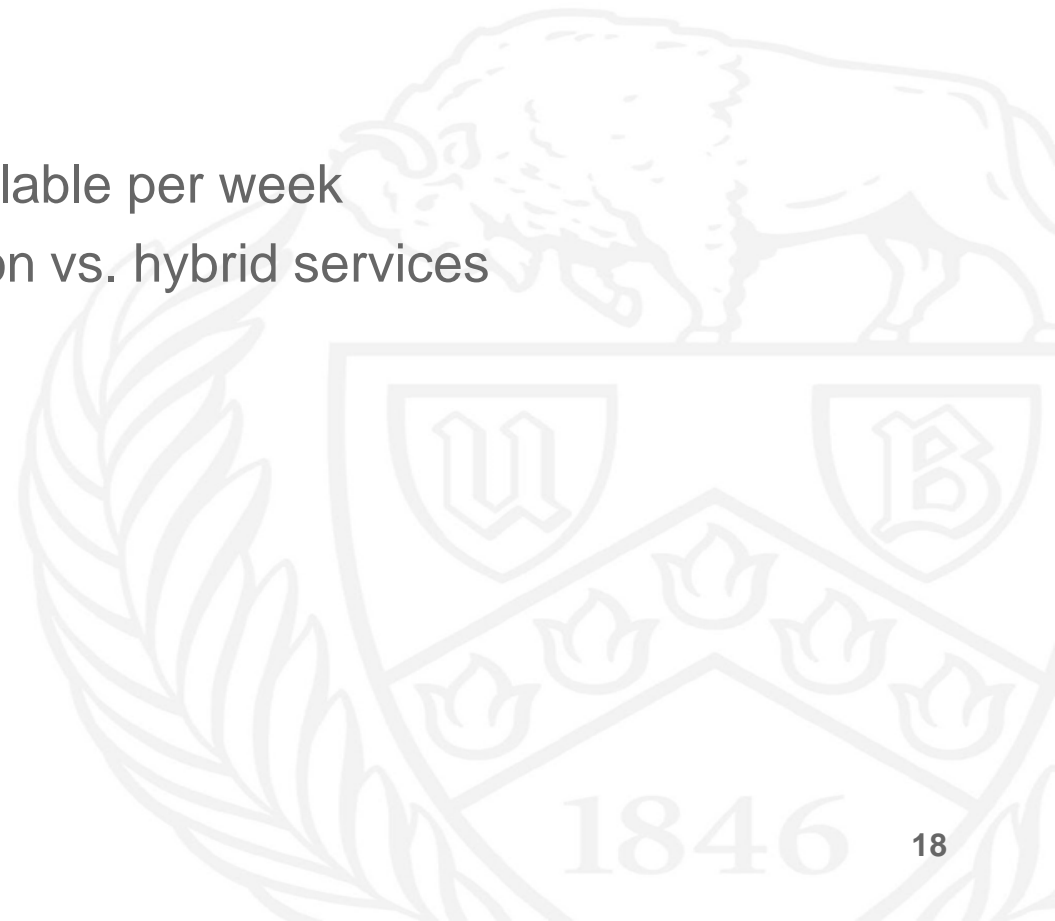


Benefits to system/staff

- Reduced no shows
 - 94.2% attended
- Less time for students in distress to wait → reduces staff tension about risk tolerance
- More efficient counselor paperwork
- Reduced need to cover for staff absences or cancel client appointments
- Improved system for increasing/decreasing available appointments and converting time to other clinical services
- Predictability for counselors and flexibility in work scheduling for counselors and system (e.g., work from home)

Points of consideration

- Inclusion of trauma assessment
- Pre-appointment paperwork completion
- Staff size and impact on number of appointments available per week
- Your campus' expectations about return to all in-person vs. hybrid services



Questions and Discussion

- **Contact us!**
 - Andrea Greenwood
 - ag47@buffalo.edu
 - Amanda Tyson-Ryba
 - atyson@buffalo.edu
- Please fill out the session evaluation survey using the QR code on the next slide! Thank you!

