Signature Program/Service Overview
Stress Clinic is an ongoing series of workshops designed to help students better understand sources and symptoms of stress and develop better skills for managing stress. The clinic is divided into five interactive workshops that are each focused on a unique aspect of stress management (relaxation, cognition, self-care, relationships, and time-management). Since stress affects nearly every student and is a common presenting concern, and since any student can sign up for a workshop, the program has the potential to be helpful to a very large portion of the university community. Goals for this program are (1) for students to identify signs of stress, and (2) for students to identify plans/skills for alleviating stress.

University Learning Outcome
BGSU Outcome #1 – Intellectual and practical skills
BGSU Outcome #2 – General and specialized knowledge
BGSU Outcome #3 – Personal and social responsibility
BGSU Outcome #4 – Integrate, apply, and reflect

Student Affairs Learning Outcomes
BGSU Outcome #1 – Intellectual and practical skills
1. Critical and constructive thinking
   a. Inquiry – Create, identify, and analyze life choices. Apply knowledge in practical ways.
   b. Examining values – Assess personal strengths and weaknesses
   c. Solving problems creatively – Formulate a plan for alternative solutions or decisions. Be strategic with regards to planning and adapting to changing environments.
2. Engaging others in action
   a. Participating – Balance participation between personal life and academic and career endeavors
BGSU Outcome #2 – General and specialized knowledge
1. General knowledge development – Accept responsibility for the well-being of oneself, family, and community.
BGSU Outcome #3 – Personal and social responsibility
1. Personal development
   b. Self-leadership – Accept responsibility for one’s own actions. Develop and assess personal plans for growth and development.
BGSU Outcome #4 – Integrate, apply, and reflect
1. Synthesis of advanced accomplishments
   a. Integration – Integrate knowledge to assess strengths and develop personal autonomy
   b. Application – Apply knowledge through personal actions, group participation, audience and group awareness, and leadership. Develop life skills and demonstrate the ability to use personal resources and strengths.
   c. Reflection – Recognize and enhance one’s strengths and weaknesses to develop a sense of personal autonomy and empowerment.

(continued, next page)
Project Sample/Participant Overview
In the 2012-2013 academic year, the total attendance at Stress Clinic sessions was 43 students across 21 workshops. Evaluations were collected from a total of 43 students. The number of evaluations completed for each of the 5 workshops was as follows:

- Relax Your Body – 21
- Nurture Yourself – 8
- Conquer Procrastination – 6
- Free Your Mind – 4
- Improve Your Relationships – 4

Data Collection Timeframe
Program evaluations were collected from participants at the end of each workshop.

Data Collection Methods
Students who attended Stress Clinic sessions were asked to complete a brief evaluation form that contained items intended to measure learning outcomes. There were 5 parallel versions of the form, one for each of the 5 topics. Each form began with three short-answer questions designed to directly address learning outcomes (see list below), and ended with several Likert-style items to assess content specific to that session.

- list 3 ways they know if they’re experiencing stress
- name 2 ways they can cope with the aspect of stress addressed in the session
- name at least 1 way they can apply material from the clinic to their own lives

Limitations
First, evaluation of learning for this program occurred immediately following the session; thus we lack data to explore whether students later used the skills, knowledge, and general plans they developed in the workshop. Second, although the short-answer items required students to actively demonstrate what they learned, they did not require students to make detailed or specific plans for using the material.

Student Learning Outcome with Target Achievement Level
For each of our learning outcomes, all students attending a Stress Clinic session were to participate in assessment. Data was collected to assess their learning in that specific workshop, and assessment was completed immediately following the workshop.

1. SLO #1 – Students will identify at least three signs that they are experiencing stress. This learning outcome was assessed directly, using a short-answer item asking students to list 3 signs of stress. Our target was for 80% of students to supply 3 answers to this question.
2. SLO #2 – Students will identify a plan for alleviating stress. This learning outcome was assessed directly, using two short-answer items that asked students to name ways to cope and ways to apply material to their own lives. Our target was for 80% of students to supply the requested number of answers to these questions. This learning outcome was also assessed indirectly, via Likert items. Our target was for 90% of students to mark “agree” or “strongly agree” to each of these items.

Summary of Results
Our data suggest that students are able to achieve the learning outcomes after participating in a Stress Clinic session. Most students (95-100%) were able to identify signs of stress and plans for coping. All students also reported agreement with items assessing learning specific to the five topics. For specifics, see the table below.

<table>
<thead>
<tr>
<th>% who wrote at least the requested # of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please list 3 ways you know if you’re experiencing stress</td>
</tr>
<tr>
<td>Please name 2 ways you can cope with stress (wording varied to match the topic addressed)</td>
</tr>
<tr>
<td>Please name at least 1 way that you can apply material from this program to your own life.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Items indirectly measuring Stress Clinic learning outcomes:</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learned new relaxation methods during this program</td>
<td>23.8%</td>
<td>76.2%</td>
<td>100%</td>
</tr>
<tr>
<td>I will be able to practice relaxation on my own</td>
<td>19%</td>
<td>81%</td>
<td>100%</td>
</tr>
<tr>
<td>I learned about how my thought processes affect my stress level</td>
<td>75%</td>
<td>25%</td>
<td>100%</td>
</tr>
<tr>
<td>I learned to challenge negative thinking</td>
<td>50%</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>I learned ways to think more positively</td>
<td>50%</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>I learned ways to manage everyday stresses</td>
<td>12.5%</td>
<td>875%</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Items indirectly measuring Stress Clinic learning outcomes:

<table>
<thead>
<tr>
<th>Item</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learned tips for good self-care</td>
<td>12.5%</td>
<td>87.5%</td>
<td>100%</td>
</tr>
<tr>
<td>I learned how to maintain an accepting, affirming attitude toward myself</td>
<td>37.5%</td>
<td>62.5%</td>
<td>100%</td>
</tr>
<tr>
<td>I learned about relationship issues that can contribute to stress</td>
<td>50.0%</td>
<td>50.0%</td>
<td>100%</td>
</tr>
<tr>
<td>I learned how to recognize healthy or unhealthy patterns in my relationships</td>
<td>0%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>I learned how to build intimacy with others</td>
<td>0%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>I learned differences in time use between students who earn As and Fs</td>
<td>16.7%</td>
<td>83.3%</td>
<td>100%</td>
</tr>
<tr>
<td>I identified some reasons I procrastinate</td>
<td>0%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>I learned ways to stop procrastinating</td>
<td>16.7%</td>
<td>83.3%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Overall percentages of students responding agree or strongly agree to topic-specific items:** 23.1% 76.9% 100%

### Key Results

- After a Stress Clinic workshop, 100% of students were able to name two ways they could cope with stress, and 97.7% were able to name at least one way that they could apply the material in their own lives.
- Across the workshops, we reached 100% agreement for all Likert items, which exceeded our target agreement levels.

### Decisions and Recommendations

Based on the data, it appears that the Stress Clinic program is helping students to meet the intended learning outcomes. Although the data indicates that those who attend achieve the intended learning, the dramatic drop in attendance over the past few years suggests that the program does not draw students who could benefit from it. It will be helpful to create a new delivery model or schedule for these programs as well as an enhanced marketing strategy.
Counseling Services - Counseling services offered by the Counseling Center are designed to assist students in working through a variety of mental health concerns that may be interfering with academic and personal success. While individual counseling is the most common modality, students are also seen as couples and in groups. Some of the common issues that students address at the Counseling Center are depression, anxiety, relationship issues (family, peer, romantic), identity concerns, and adjustment to college. In addition to these concerns, many students are presenting with more serious and chronic mental health concerns such as thought disorders, mood disorders, thoughts of harm to self or others, and substance related issues.

University Learning Outcome
1. Personal and Social Responsibility
2. Intellectual and Practical Skills
3. Integrate, Apply, and Reflect

Student Affairs Learning Outcomes
1. Personal Development demonstrated through Wellness and Self-Leadership
2. Critical and Constructive Thinking demonstrated through Inquiry and Solving Problems Creatively
3. Synthesis of Advanced Accomplishments demonstrated through Application and Reflection

Project Sample/Participant Overview
Student Evaluation of Services – Collected during the last three to four weeks of both the Fall and Spring semester.

Termination Surveys – Collected throughout the year as clinicians terminated therapy with clients and closed their files.

Data Collection Timeframe
Student Evaluation of Services – Collected during the last three to four weeks of both the Fall and Spring semester.

Termination Surveys – Collected throughout the year as clinicians terminated therapy with clients and closed their files.

Data Collection Methods
Student Evaluation of Services - During the final two to three weeks of each semester, students are asked to complete an evaluation of services prior to their scheduled counseling appointment. They are asked to rate their perceptions of our services on a variety of dimensions including efficacy, impact on level of functioning, Counseling Center climate, and accessibility of services. Responses are then compiled by counselor and a report is given to each staff member summarizing the responses from his or her clientele. Items specific to the Counseling Center’s Learning Outcomes are:

- “Counseling helped me solve a problem in my life.”
- “Counseling helped me cope more effectively with my life.”

These represent student's perceptions of whether or not they have gained skills and abilities to better cope with or resolve issues in their lives that may be impacting their academic performance.

Termination Surveys - At the end of each counseling relationship with a student, counselors write a Termination Summary that describes the work done, progress achieved, and recommendations for potential future work. Beginning at the end of the Spring 2009 semester, Counselors began attaching a Termination Survey to each of these summaries. These surveys are intended to assess whether or not counselors observed positive changes in students over the course of counseling and whether or not (again based on counselor observation) students who received counseling can identify self-care strategies. The survey also asks whether the termination was planned (i.e. upon achievement of identified goals) versus a result of student drop-out. The four questions included in this survey are:

1. Did you have a termination session with this client?
2. Based on your last session, can the client describe at least three self-care strategies?
3. Did you perceive improvement in the client's symptoms?
4. Did you perceive improvement in the client's level of functioning?
These questions were to be answered by counselors based on their clinical judgment of the work and the status of the client at termination. It was not expected that counselors directly ask these questions of students at termination. However, the process of therapy and termination generally involves ongoing assessment of clients in these areas, which allows clinicians to respond to these questions with some accuracy.

Limitations
1. Measures are subjective and are potentially influenced by biases of the rater
2. Only students who remain in counseling at the end of semesters participate in the Student Evaluation of Services survey; therefore, the data may be positively skewed (i.e. those who dropped out of therapy early and did not receive benefit are not captured in the data)

Student Learning Outcome with Target Achievement Level
1. Significantly more than one-half of students who have received counseling services during the fall and/or spring semesters of 2012-13 will report that their participation in counseling enabled them to cope more effectively or solve problems in their lives. This will be evidenced by their responding “agree” or “strongly agree” to the following Likert-scale items on the Fall 11 and Spring 13 Counseling Center Student Evaluation of Services:
   a. “Counseling helped me solve a problem in my life.”
   b. “Counseling helped me cope more effectively with my life.”
2. Students who participate in counseling will be able to describe at least three self-care strategies as demonstrated in termination interviews with their counselors.

Summary of Results
Data collected continues to indicate that the majority of students who participate in counseling perceive themselves as learning both problem-solving skills and effective coping strategies. Each of these skill sets is essential to academic and personal success for students.

The data presented above also indicate that the majority of students who participate in counseling are able to identify at least three self-care strategies. Self-care is an important function for personal and academic success.

The data for these two outcome measures indicate that the Counseling Center has achieved the Counseling Services Learning Outcomes.

Key Results

**Student Evaluation of Services**

<table>
<thead>
<tr>
<th>% of students indicating “Agree” or “Strongly Agree” to the following questions (2013-14 n=245):</th>
</tr>
</thead>
<tbody>
<tr>
<td>72.8%</td>
</tr>
<tr>
<td>“Counseling helped me cope more effectively with my life.”</td>
</tr>
</tbody>
</table>

**Termination Surveys**

<table>
<thead>
<tr>
<th>% of Termination Surveys with a Yes response to the following question (2013-14 n= 898):</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Based on your last session, can the client describe at least three self-care strategies?”</td>
</tr>
<tr>
<td>2009-10</td>
</tr>
<tr>
<td>77%</td>
</tr>
</tbody>
</table>

Decisions and Recommendations
These results are shared with all clinical staff in the Counseling Center. They are also provided a summary of their individual results. This data will continue to be collected and used to inform clinical practices and the need for ongoing training and development. There were no training needs identified based on these results. We will continue to assess the strategies used to assess these learning outcomes and make modifications as necessary that balance clinically appropriate assessment and rigorous assessment methodology.