

**International Association of Counseling Services (IACS)
Application for Accreditation Update**

Name of the UPR President: **Dr. Miguel A. Muñoz**

Number of Students at Institution: **(2010-2011) FTE 3,631**

Headcount 4,682

A. Relationship of the Center to University /College Community

- a. Describe the Center's relationship and role within the Division of Students Affairs or other division with which the Center is affiliated (attach organizational chart)

The University of Puerto Rico at Carolina Organizational Chart has been reviewed. Even though the relationship between the Center, the Academic Deanship and the Students Affairs Deanship remains the same. (Appendix 1)

- b. Describe the Center's relationship with each of the following services, departments and /or agencies

Community mental health services

The Directory of Mental Health Providers has been reviewed. (Appendix 2)

- c. List examples of Center's promotional/publicity efforts.

The Department publicity efforts have been updated. Examples of new and reviewed material include the following: (Appendix 3)

- **Counseling Department Brochure**
- **I am graduating from High School: What am I going to Study?**
- **Counseling Department Career Room**

- d. Total annual budget

Salaries **\$423,873**

Operating Expenses **\$2,215**

B. Counseling Services Roles and Functions

1. Individual and Group Counseling/Psychotherapy (Academic Year 2010-2011)

- a. How many individuals were seen primarily for personal/developmental/emotional/social concerns?

148

How many individuals were seen primarily for career /vocational concerns?

43

How many individuals were seen primarily for educational/study skills concerns?

46

Number of individual counseling sessions provided by the center

801

Number of Intakes

141

Average number of individual sessions per client (including intake)

3.4

- b. Group counseling (use last full year as a guide)

How many Special Focus Therapy or Counseling Groups were offered by the Center? (differ from general therapy or counseling groups in that they are offered for special populations, e.g. Eating Disorders, Mood Disorders, addictions. etc.)

Number of Groups **3**

List examples of types of groups

The concept of most counseling groups at the Counseling Department continues to be psycho-educational, time-limited in duration with special (single) focus. In all groups the participants evaluate the group leaders and the group experience. Given the predominantly commuter nature of our student population and our quarter term calendar which is very accelerated, open-ended, ongoing general therapy and process groups are still difficult to design and to fill. During the Academic Year 2010-

2011, the Department continued to offer group counseling services to special populations such as students with disabilities and students who received services from the Student Child Care Program. These counseling groups were:

- **Success Strategies for Students with Disabilities (5 students, 4 sessions)**
- **Child Care, Bonding and What Kids Need to Succeed (6 students, 4 sessions)**
- **How to overcome Shyness and Social Anxiety (5 students, 4 sessions)**

Number of individuals

16

Number of sessions

12

How many Structured Groups were conducted by the Center? (primarily psycho educational, three or more sessions?) (e.g. 6 sessions Assertiveness Training, 8 sessions Stress Meditation, 4 sessions Stress Management)

4 sessions Stress Management (1 group), 4 sessions Vocational Decisions (1 group), 8 sessions College Life Adjustment (2 groups).

Number of Structured Groups

5

List Examples of types of structured groups

In the academic year 2010-2011, the Counseling Department continued the following structured groups:

- **Stress Management**
- **Vocational Decision**
- **College Life Adjustment**

Number of individuals

47

Number of sessions

16

For promotional examples of counseling groups and structured groups see Appendix 4.

- c. Describe the Center's Intake System or the ways in which clients can gain access to the Center's services.

The Informed Consent Form used in the initial interview process was reviewed (Appendix 5). Sixty-five percent of our clients are self-referred.

- d. Does the Center incorporate any of the following service areas?

Career Development:

The Center has a Career Room to offer career development services. A change has been made in the access of this room. Now it can be accessed through an independent door or through the Waiting Room.

- e. List the most used standardized tests and/or inventories and approximate number given per year in parenthesis.

The following tests were administered during the academic year 2010-2011 in their Spanish version:

- Beck Anxiety Inventory (21)
- Beck Hopelessness Scale (19)
- Beck Depression Inventory (20)
- Beck Scale for Suicide Ideation (6)
- Barkley Scale for the Self Evaluation of Adult Behavior (1)
- Cirino System for Career Choice (14)
- Harington O'Shea Career Inventory (9)

2. Outreach Interventions

- a. Describe the Center's outreach efforts, program and services (provide examples of brochures or promotional material).

During the academic year 2010-2011 staff continued to provide solution focus services, lectures, workshops, conferences, and conflict resolution services. They also continued offering outreach activities to students' parents and other campus groups. (See Appendix 6)

- b. How many Workshops (may be similar to structured or psycho educational groups, but are 2 sessions or less) were conducted by the Center?

Number of Workshops

2

List examples of titles

- **Attachment and the Fundamental Elements for Development**
- **Generational Tolerance and Strategies of Successful Management for Labor Settings**

Number of Individuals

17

- c. How many presentations were conducted by the Center? (e.g. invited classroom lectures; residence halls; sorority/fraternity presentations on depression; stress; anxiety)

Number of Presentations

8

List Titles

- **The Experience of Violence in Couples and Family Relationships in a Sample of UPRCA Students (2 presentations)**
- **How Parents can Help Freshmen Students Adjust Successfully to College**
- **Life Without Violence**
- **Respect for Diversity and Expressions of Violence**
- **Non Violent Communication**
- **Conflict Mediation**
- **A View of Violence in Puerto Rico: Options for its Mitigation**

Number of Individuals

349

- d. How many campus wide Informational Programs did the Center sponsor or cosponsor or participate in? (e.g. Health Fairs; National Eating Disorder Awareness Week; New Students orientation)

Number of Informational Programs

7

List Titles

- **Orientation About UPRCA Counseling Department Services, New Students Orientation Week**
- **Orientation About UPRCA Counseling Department Services, UPRCA Open House**
- **Orientation About UPRCA Counseling Department Services, Hotel and Restaurant Administration Students Orientation Day**
- **Orientation About UPRCA Counseling Department Services, Hotel and Restaurant Administration Convention**
- ***Tenderete*: Challenging Socializing Processes, Non Violence Week**

- **IACS Accreditation Requirements and Counseling Department's Efforts for Accreditation, UPRCA Accreditation Day**
- **Effective Communication Skills, High School Students Orientation**

Estimated Number of Contacts

1957

- e. What resources does the Center contribute towards Self-Help initiatives? (e. g. informational materials on the World Wide Web; provide facility for AA meetings, etc.

The Department is reviewing its website, and the self-help and psychology related material in it.

3. Consultation

- a. List university and division-wide committees in which the Center is actively involved.

The Counseling Department is actively involved in the following committees:

- **Faculty Personnel Committee**
- **Domestic Violence Committee**
- **Academic Senate**
- **Academic Senate Students Affairs Committee**
- **Administrative Board**
- **New Student Orientation Committee**
- **Campus Open House Committee**
- **Retention Committee**
- **Strategic Plan Committee**
- **Coalition for Cancer Control in Puerto Rico, UPR Medical Science Campus**

- b. Describe the Center's consultation services for faculty, administrators and other student personnel workers and paraprofessionals in the college/university, including residence hall staff.

As we informed in the Application for Accreditation submitted in December 2010, Consultation services are provided to faculty, administrators and other administrative personnel. These services are provided as needed and on a timely limited basis if they do not significantly impinge on the direct or indirect counseling service offered to students. Staff members are well known for their willingness to provide support and direction in the resolution of institutional problems and situations. At present, one of our counselors is a member of the

Academic Senate Faculty Committee. This counselor is also a member of the Continuing Education Committee of the Puerto Rico Professional Counselors Association. The Program Coordinator is also a member of the Puerto Rico Coalition for Cancer Control at the UPR Medical Sciences campus. In these three committees both staff members offer consultation services.

4. Research

- a. Describe the Center's scholarly contributions to the field of psychology, counseling and the student personnel.

As tenure-track faculty, staff members are required to produce and create scholarly work in order to meet tenure requirements. Both faculty requirements for community services and contributions to professional associations or organizations must be met, as well as external continuing education requirements for relicensure. Currently, three out of five staff members are tenured. The one that was designated in 2009 as Assistant Academic Dean, in Academic Year 2011-2012 has been designated as Students Ombudsperson. During Academic Year 2010-2011 the Director, Program Coordinator, counseling staff and pre-doctoral intern offered a presentation to the UPRC community about the results of the investigation: *The Experience of Violence in Couples and Family Relationships in a Sample of UPRCA Students*. The Program Coordinator also offered a workshop about Conflict Mediation. He is also a member of the Coalition for Cancer Control in Puerto Rico at UPR Medical Sciences Campus. In this organization he has given conferences on this topic.

One of our counselors is a member of the Continuing Education Committee of the Puerto Rico Professional Counselors Association. In this committee, she coordinates and evaluates workshops, conferences, trainings and other educational activities for professionals in the field of counseling and psychology.

5. Program Evaluation

- a. Please describe the procedures and/or evaluation devices used to implement the assessment or evaluation of counseling services (Please enclose samples).

The Individual Counseling Assessment Form has been reviewed for the year 2010-2011. (See Appendix 7) Enclosed is The Counseling Department Annual Assessment Report for the Academic Year 2010-2011. (See Appendix 8).

6. Trainings

a. Does your Center provide for the training and supervision of paraprofessionals, practicum students, pre doctoral interns, post doctoral psychology residents/fellows, etc.?

1. Primary service function: Approximately, what percentage (%) of the direct services provided by the Center is provided by trainees?

34%. This percentage pertains to the year 2010-2011.

C. Ethical Standards

1. Case Records

a. Describe the contents of a case folder on typical client who has completed counseling at the Center (indicate specific information/ forms).

Before the year 2010, the Counselee Intake Form which included the psycho social history, treatment plan, and the summary, was part of the paper case folder. Since academic year 2010-2011, it has been included only in the electronic case file in Titanium Schedule Initial Interview Form.

D. Counseling Service Personnel

1. Professional Staff

a. Qualifications and Competencies

Do all professional staff have at least a masters degree in a relevant discipline; supervised experience with college-aged students; appropriate course work; supervised internship, clinical field placement or practicum experience; knowledge of program development; consultation; outreach and developmental theory; and a doctorate and appropriate masters degree with experience in the training of other professionals, if involved in supervision.

Yes.

Even the pre doctoral intern has an M Ed. in School Psychology. The Intern also approved supervised clinical I, II, III, IV and V practicum experience. In addition, she has knowledge in developmental theory, case consultation, assessment process, psychological evaluations, diagnosis, case conceptualization, and treatment. At present, she is in the process to complete requirements for a PhD in clinical psychology at the Río Piedras Campus of the University of Puerto Rico.

Duties

See updated list of all professional counseling staff's weekly distribution of the hours spent in each area (Appendix 8).

2. Trainees and Paraprofessionals (use current year)
 - a. Pre-Doctoral Intern

Content of Training (seminars/didactic)

See Appendix 9 for the updated Seminars, Staff Meetings and Training Calendar

E. Related Guidelines

1. Professional Development

- a. List the professional conferences and workshops attended during the last year.

Continuing Education Activities 2010-2011

Activities	Lecturers
The Profile of the Aggressor	UPRCA Violence Against Woman Prevention Committee
Relevant Data About Academic Counseling	Prof. Luz Aquino Nuñez
Workshop: Support Group Model: LGBT Students	Dr. Mabel López
Workshop: Concepts of Drug Dependence	Prof. Iván Rosario
Workshop: Non Violent Interventions with Students	Dr. Nydia Sostre
Drama: <i>Fiances</i>	UPRCA Violence Against Woman Prevention Committee
Workshop: Stalking: Legal and Psychosocial Aspects	Manuel Quilinchini, Attorney at Law, Dr. Sonia Serra and Brenda Rosado, Attorney at Law
Workshop: Stalking	Dr. Rebecca Drake
Universal Design for Learning	María Solís Morín
Reasonable Modification for university students with disabilities	William Pellot, Attorney at Law
Alcoholism: Diagnosis and Treatment	Prof. Ivan Rosario
Update on Infectious Diseases: Aids, Hepatitis C, TB	Dr. José Toro Alfonso
XXXIII APCP Convention <ul style="list-style-type: none"> • Plenary Session: Emotional Intelligence Neuroscience • What Every Professional Counselor and Mental Health Professional Should Know About Recent Advances in Neurosciences and Their Relevance to Health Professions. • Counseling and Neuroscience: Fundamentals and Essential Directives for Effective Counseling 	Various Lecturers

Activities	Lecturers
<ul style="list-style-type: none"> Puerto Rico Mental Health Law Amendments: Implications for Professional Counselors Neuroscience Applied to Life Planning Implications of Counseling in Prevention Education of Feelings & Emotions 	
XXII Sexual Education Symposium	
<ul style="list-style-type: none"> Men Also Cry: Reflections on Masculine Sexuality Erotic Maps and Inadequate Sexual Behaviors A Comparison of the Message of Domestic Violence Between the Decades of 1950 thru 2000 Challenges Adolescents Confront with Modern Sexuality School Violence and Prevention Strategies Healthy and Responsible Sexual Education, An Unavoidable Composition 	Dr. Ezequiel López Peralta Dr. Frankhanel Dr. Sarah Malavé Dr. Olga Andújar Dr. Rodríguez Dr. Juan M. Valdés
Route to Success <ul style="list-style-type: none"> Reidentify Yourself: Identify and Develop your Emotional Intelligence 	Dr. Katherine R. Gómez
CRUSADA Conference 2010 <ul style="list-style-type: none"> Results Presentation of CRUSADA Study- CORE 2010 Intervention Strategies for Mental Health in College Students Discussion Between Colleagues: Analyzing Situations, Experiences and Working strategies in College students 	
Poster: Psychosis	Dr. Gómez
A View of Social Genre Construction and its Contribution to Violence	Alana Feldman
Anguish Seminar	Dr. Gómez
Counseling Department Tests Presentation	Dr. Antonio Vidal
Family Bonds Seminar	Dr. María Izaguirre
Childhood Sexual Assault in College Students	East Los Angeles Woman Center
First Community Psycho Educative Congress: Attention Deficit Disorder with and without Hyper Activity	Dr. Bauermeister
Case Discussion Conference	Eduardo Valsega, Intern
Case Discussion Conference	Verónica Vélez, Intern
Video Conference: The Importance Institutional Policies in Genre Violence	Jenice Vazquez, Attorney at Law
The Un conscience, What is it?	Collette Soler, Psycho Analyst
Sexual Assault Prevention in Minors Workshop	Odette Rivera, SW

2. Size of Staff

- a. What is the ratio of FTA professional staff (excluding trainees) to headcount of students at your institution?

4 full-time staff members to approximately 3,631 full time students: 1:900 ratio.

F. Miscellaneous Information

1. What do you consider to be the areas in which the Center is most in need of improvement?

In the application for accreditation we previously stated that Department facilities lacked a private waiting room and a crisis room. Because one of our counselors was appointed as a Student Ombudsperson, we started using one of our offices as a waiting room. Nevertheless, we will still be in need of space for a waiting room when this counselor returns to the Center.