Member Feedback: Utilizing the CCAPS and SDS in College Counseling Centers

Below highlights feedback we received from CCMH colleges and universities about the use of the CCAPS and/or SDS in their individual centers.

1. REPORTING TO CAMPUS ADMINISTRATION
   • We have used CCAPS/SDS data in our update reports on our five-year plan growth; these reports go to the vice president, etc. – University of Michigan
   • We have been able to demonstrate some of the value and effectiveness of our services to university administrators by using CCAPS data to show statistically meaningful changes in symptom levels over time. – University of Washington
   • We regularly receive inquiries from university administrators about the extent to which various groups of students (academic departments, ethnicities, veterans, etc.) utilize our services. The SDS data allows us to easily run reports that respond to these inquiries. – University of Washington

2. SUICIDE PREVENTION
   • CCAPS helps us identify students who might be a danger to themselves or others (especially when it is not clear in the clinical interview). – University of Michigan
   • CCAPS helps us prevent student suicides or other crises (e.g., saw endorsement of suicide data increase while working with a client) – Old Dominion University & Emory University

3. STAFF HIRING DECISIONS
   • SDS has helped us make hiring/search decisions (which we try to base, impart, on the demographics our students collected on the SDS). – University of Michigan
   • A staff position was created to assist with agency, CCMH and Division goals. – University of Iowa

4. CENTER FUNDING
   • Increase funding for mental health services on your campus (e.g., identify the severity of mental health concerns on your campus) – Emory University

5. IDENTIFYING STUDENT NEEDS
   • SDS has helped us conceptualize the magnitude of particular needs of students. This has helped us design new programming for students (e.g., Common Concerns topics) and identify priorities for training (e.g. anxiety/OCD training last winter). – University of Michigan
   • CCAPS data helps with outreach in regards to: what are the common concerns bringing students in--these are topics to focus on during outreach and identifying who is coming in and who isn’t—make a more concerted effort to reach students underrepresented at the center. –University of Michigan

6. EXAMINING CHANGE OVER TIME
   • The clinician can see increase or decrease in certain areas over time and address the changes if necessary – Old Dominion University
   • CCAPS helps us to track student progress, especially with the advent of the repeated measures/34-item version of the CCAPS. – University of Michigan
   • The CCAPS helps us measure change across sessions, or lack thereof, which is helpful in documenting improvement and a logical basis for termination of care, or document that treatment has not been helpful and the student needs to be referred out. – College of Charleston
7. CENTER COMPARISON TO NATIONAL DATA

- CCAPS provides our center with better data to "tell our story" to the schools/colleges and in our annual reports, especially to be able to make national comparisons. Having this national data (that is 'hard' and not 'soft') improves our credibility as counseling centers… we can speak with greater authority as to the "story" of college student mental health. – University of Michigan
- Being able to explore national trends compared to university-specific trends impacts our work with national organizations and their specific areas (e.g. outreach, training, clinical, directors). – University of Michigan

8. IDENTIFYING UNDISCLOSED INFORMATION IN INTAKE/SESSION

- The CCAPS and SDS notify clinicians of areas of concern that are not disclosed in session (e.g., CCAPS data can alert to the severity of client's eating concerns) – Old Dominion University & Emory University
- Within the next few weeks we will convert to web-based direct data entry. As part of that process, we are changing our expectations regarding intake notes to include a specific check of unusually high CCAPS scores and critical items. Prior to moving to direct data entry the scored CCAPS results were not available to clinicians when conducting an intake. This change will allow us to ask about areas of concern suggested by the CCAPS that a student may not volunteer at intake. – University of Washington

9. CLIENT ASSESSMENT & REFERRAL

- The CCAPS/SDS can help document/quantify that a student exceeds our scope of care. We used the CCAPS to show progressive deterioration and to support the decision to hospitalize the student. – College of Charleston
- The SDS provides more comprehensive self-report information about students which enables us to assess and treat more effectively – Emory University

10. CLINICAL DECISIONS BASED ON DEMOGRAPHICS

- We used SDS data to conduct a small internal study which demonstrated that our decisions regarding who gets served in-house and who gets referred out for services are not biased by demographic factors such as age, gender, or academic standing. This has allowed us to focus our attention on staff training aimed at reducing differences in clinical judgment. – University of Washington
- For groups and issues and demographics that have very small N's on each of our campuses, we can now collapse to have greater N's and therefore more authority to speak (e.g., transgender issues, Native American issues). – University of Michigan

11. TERMINATION & CLIENT OUTCOMES

- Due to CCMH data collection efforts, our staff has increased awareness of the need to collect outcome data. The CCMH effort ties in nicely with efforts by our Division to measure learning outcomes. – University of Iowa
- One of the functions that the CCAPS has been useful has been in terminating with clients and using the CCAPS to show clients the improvement they have made and address some of the changes they have done throughout counseling. – Old Dominion University

12. HOSTILITY

- Allows clinician to assess level of hostility and provides opportunity to address anger management concerns that students may not otherwise identify as being problematic – Old Dominion University

13. IMPROVING RESEARCH

- We also believe that use of the CCAPS and involvement with CCMH will help research take off because CCMH makes available the data sets to people all over the country, etc. – University of Michigan
- CCAPS data helps with outreach in regards to: what are the common concerns bringing students in--these are topics to focus on during outreach and identifying who is coming in and who isn’t—make a more concerted effort to reach students underrepresented at the center. – University of Michigan