

Counselor-in-Residence (CR) Program

ANNUAL REPORT

2006-2007

Counseling and Psychological Services

and

Department of Residence Life

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Program Overview

Mission Statement: The Counselor-in-Residence (CR) program supports the overall mission of Vision Ohio with effective interventions to support academic success and social responsibility of students attending Ohio University. More specifically, the mission of the CR program is to take a proactive and preventative approach towards addressing mental health concerns within the residential community. It is the aim of the CR program to provide resources to the residential campus community by assisting in the timely referral of students to mental health services at Counseling and Psychological Services, and by assisting students and the Residence Life staff in the prevention and effective recovery from socio-emotional and psychological distress that interferes with academic and social functioning.

Background: The Counselor-in-Residence (CR) program was initiated August, 2005 as a collaborative initiative of Counseling and Psychological Services (CPS) and the Department of Residence Life to increase the availability of mental health services at Ohio University. This program placed professionally supervised psychology doctoral students into the residence halls to provide counseling, consultation, and outreach programming to students and Residence Life Staff. The program initially began with one counselor during the 2005-2006 academic year. However, during the 2006-2007 academic year, another counselor was added to the staff in order to expand services on campus.

As a result of placing the CR office within the residence hall, as well as situating the CR's living-space within the on-campus community, the CR was in a unique position to provide easily accessed mental health services to students and Residence Life staff. The CR was also in a unique position to maintain a close connection to the campus community, and as a result, address student concerns and mental-health issues and crisis situations in a timely and effective manner.

Job Description: The CR's are counselors in training at Counseling and Psychological Services, who also reside within an on-campus residence hall. The CR's work as a mental-health specialist in a team effort between the department of Residence Life and the staff of Counseling and Psychological Services in order to meet the mental health needs of residents and Residence Life staff. The CR's are available to provide the following services to students and Residence Life staff:

- Brief consultation/counseling of student concerns
- Assist in referral to Counseling and Psychological Services
- Consultation with Residence Life staff or students regarding mental-health related concerns within the residential community
- "House-call" visits to follow-up with students following referral from members of the Division of Student Affairs, Counseling and Psychological Services, the Department of Residence Life, Professors, or parents.
- Provide mental-health based programming to students and Residence Life staff
- Assist Counseling and Psychological Services staff with follow-up services after crises within the residence community
- Facilitate referral to emergency mental health services when necessary (CPS and/or OUPD)

Program Implementation

The CR's were provided with faculty apartments in Jefferson Hall and Mackinnon Hall, as well as office space in Jefferson Hall in order to allow for easily accessed mental health services. While the provision of mental-health services was supervised by staff at Counseling and Psychological Services, the CR's were consulted by the Residence Life staff to coordinate referrals to Counseling and Psychological Services, and assist the Residence Life Staff in addressing emotional and mental health needs within the residential community. Service provision remained confidential, except under the agreement between the CR and resident that appropriate Residence Life staff be consulted concerning the mental-health concern. These services were an extension of services provided by Counseling and Psychological Services to all students of Ohio University (on-campus and off-campus), and Residence Life staff, free of charge.

Summary and Statistics. An essential part of the CR position is to document the types of services provided, and the frequency of program usage. The purpose of such documentation was not only to ensure quality of program administration, but also in order to develop guidelines for the future development and revision of the CR program.

Counseling. The CR's were available during weekly "after-hours" times, held from 5:00 p.m. to 10:00 p.m. on Monday, Tuesday, and Wednesday evenings. During this time, students were encouraged to "drop-in" to the CR office in 131A Jefferson Hall if they were unable to schedule a session at the counseling center, or if they were unsure that they wanted to seek counseling. These types of meetings were referred to as "after-hours counseling". Notice that the hours during the 2006-2007 academic year were expanded since a need was established last year to address additional "off-hours counseling."

During the winter quarter, the CR's reviewed the statistics from the fall quarter and concluded that services were not being rendered by students in the west green as often then in the other two greens: east and south. Therefore, office hours were changed to reflect this need; "after-hours" times were held from 5:00 p.m. to 10:00 p.m. on Monday and Wednesday evenings in Jefferson Hall and 5:00 p.m. to 10:00 p.m. on Tuesday evening at the Help Center in the new Baker Student Center.

Over the course of the 2006-2007 academic year, the CR's facilitated 120 individual "after-hours" counseling sessions. This is a 240% increase from the previous 2005-2006 academic year (50 hours).

Thirty-nine of these sessions were conducted with Resident Advisors (32.5%), 8 with Resident Directors (6.7%), and 73 of these sessions were conducted with students at the University (60.8%). These rates are similar to those facilitated during the previous 2005-2006 academic year (41.2% staff, 58.8% students).

The CR met with 71 students for after-hours counseling throughout the year. This is a 192% increase from the previous 2005-2006 academic year (37 students).

Brief counseling was provided with the expectation that, if necessary, the CR's would assist the student in referral to Counseling and Psychological Services or other on-campus mental health clinics for long-term mental health support. In the vast majority of circumstances, students met with the CR only once or twice for counseling services; however, 29 students met with the CR more than once (maximum: 6 sessions). This is a 580% increase from the previous 2005-2006 academic year (five). In cases where students met with the CR more than two times, the students were unwilling to seek counseling services elsewhere within the University, and as such, the CR continued treatment during after hours in order to provide some standard of care for these students, who were potentially at risk for leaving the university.

Table 1. *Number of contact hours for student counseling during the year 2006-07*

Fall #Contacts	Winter #Contacts	Spring #Contacts	Total #Contacts
50	44	26	120

Table 2. *Summary of Presenting Problems*

ADHD	1	0.83%
Tricotilomania	1	0.83%
Abandonment/Autonomy	2	1.67%
Body Image/Eating Disorder	2	1.67%
Consultation RE: Student	2	1.67%
Program Introduction/Interviews	2	1.67%
Academic Concerns/Advising	3	2.50%
Family Concerns	3	2.50%
Self Esteem	3	2.50%
Referral Follow-up	3	2.50%
Aspergers	4	3.33%
Couples Counseling	4	3.33%
Alcohol/Substance Use	5	4.17%
Bipolar	7	5.83%
Aggression/Physical Assault	8	6.67%
Roommate/Interpersonal Conflict	8	6.67%
Grief/Homesickness/Adjustment	9	7.50%
Anxiety/Panic Attacks/Phobia	12	10.00%
Break Up/Infidelity	12	10.00%
Sexual Assault/Sexual Concerns	14	11.67%
Depression	15	12.50%
	120	100.00%

As noted in the table above, students presented for “after-hours” counseling with a wide-variety of concerns, including academic concerns (i.e., career concerns, exam panic,

stress-management), interpersonal problems (i.e., anger management, divorce of parents, relationship break-ups), or emotional concerns (i.e., depression, anxiety). The most common presenting concerns were depression (12.5%), sexual assault (11.67%), relationship break-ups (10.0%), and anxiety (10.0%). These presentations are similar to those found during the 2005-2006 academic year, except there was an increase in relationship issues being presented.

Consultation. The CR's were available to Residence Life staff to consult with regarding their concerns about behavior within the community, specific student-related issues, or personal concerns. Concerns ranged from how to assist students in coping with sexual assault, alcohol/drug abuse, depression/anxiety, eating/body image concerns, and a range of other socio-emotional concerns.

Consultation occurred in three forms:

- (1) After hour in-person consultation
- (2) After hour phone consultation.
- (3) Email contacts

Table 3. *Summary of Consultation*

Fall #Contacts	Winter #Contacts	Spring #Contacts	Total #Contacts
9	20	14	43

Table 4. *Contact Person: After-hours/Off-hours Consult*

Resident Advisor	22	51.2%
Resident Director	09	20.9%
Student	09	20.9%
Supervisor	01	2.3%
Parent	01	2.3%
Unknown	01	2.3%

Email Consultation. A further component of the Counselor-in-Residence position is serving as an easily accessed resource for students and Residence Life staff members. In this role, the CR's received email regarding a number of topics, each which should be documented in order to track the use of the CR program as well as the visibility of the CR's around campus.

Types of Email Contact:

- 1) *Referrals.* Both Residence Life senior staff members as well as Resident Advisors often inform the CR's about students who they have referred to the program. Students

- living in the resident halls may contact the CR's with concerns about a student in non-emergency situations.
- 2) *Programming Correspondence.* The CR's are available to consult regarding program planning, and facilitate programming. The CR's are expected to document emails regarding programming requests from Residence Life senior staff members, as well as, Resident Advisors or other individuals in the Department.
 - 3) *Consultation.* The CR's may be asked to consult with Residence Life staff members via email, regarding how to address a student or staff concern, or regarding situations that arise in the residence community. Students may also contact the CR's with questions about how to approach a friend. Although these contacts may be more appropriately, at times, addressed through phone contact or an in-person meeting, the CR's may respond via email to the concern, forward psycho-educational materials, resources, or referral information. However, Residence Life staff and students were informed not to use emails if the message contains PHI or during emergency situations.

“House-call” services. At the request of the of members of the Division of Student Affairs, Counseling and Psychological Services, or the Residence Life staff, the CR's also conducted “house-calls”, in which the CR's made contact with an individual either via phone or in person. “House-calls” were utilized when a staff member or other professional was concerned about a student. In such instances, the CR's called or traveled to the apartment of the individual to discuss the concern, offer support, and assist in referral to counseling services. The goal of the “house-call” service was to take a proactive and preventative approach to addressing student concerns within the residence halls, and to intervene within potential crisis situations before they escalated into a more serious mental-health related situation.

Table 5. *Summary of House-Call Services*

Fall #Contacts	Winter #Contacts	Spring #Contacts	Total #Contacts
3	1	1	5

Outreach Programming. The CR's were available to assist Residence Life staff in the development and facilitation of psycho-educational programming within the residential community. The programming efforts of the CR's may also include outreach activities aimed to increase awareness of the services available at Counseling and Psychological Services and the Counselor-in-Residence Program. (Note: A summary of all outreach programs for the 2006-2007 academic year is listed in Appendix A, Appendix B & Appendix C).

Types of Programming:

- 1) *Staff Meetings.* Each term, the Counselor-in-Residence attended staff meetings as requested by senior Residence Life staff members. During these meetings, the CR's discussed the services available, addressed concerns of the staff, or discussed education or training issues.
- 2) *Residence Hall Programming.* The CR's provided "after-hours" outreach programming to students living within the residential community. Topics were typically requested by members of the Department of Residence Life in order to address specific concerns within their community.
- 3) *Training and Continuing Education.* The CR's provided training and educational opportunities to the Residence Life staff, which included in-service presentations to the Resident Advisor staff, or presentations at other departmental meetings.
- 4) *Counselor-in-Residence Program Support Activities.* Given that the Counselor-in-Residence program is a new program for the University, the CR's were asked to participate in outreach activities that advertised or documented the use of the CR program (i.e., interviews).

Table 7. *Summary of Outreach Programming*

	Fall	Winter	Spring	Total
Staff Meetings	14	8	0	22
Residence Hall Programs	44	11	15	70
Continuing Education	01	01	00	02
CR Program Support	03	03	09	15
Total	61	23	24	109

Supervision

The CR program was supervised by the coordinator of the Counselor-in-Residence program, Dr. Paul Castelino from Counseling and Psychological Services. The CRs met with the Coordinator for an hour every week for clinical supervision of in-person, phone and email contacts and discuss organizational and administrative issues, including record keeping, program development and presentations. The CRs were encouraged to join in CPS staff meeting an hour a week whenever feasible. The CRs also met with the director of the Department of Residence Life, Judy Piercy bi-weekly to discuss program implementation and program needs.

End of Year Evaluation

Evaluations were mailed to Residential Life staff members during the spring academic term. Responses were provided by a total of 24 staff members. Specifically, 54% of the respondents were Residential Advisors (N=13), 20.8% of respondents were Residential Directors (N=5), 12.5% of respondents were Assistant Resident Directors (N=3), 8.3% of respondents were Assistant Resident Directors (N=2) and 4.2% of respondents were Graduate Resident Directors (N=1).

Individuals rated their familiarity of the CR program on a 1-5 scale, where higher responses represented more familiarity with the CR program. Use of the CR program was also rated on a 1-5 scale, with higher responses indicating more frequent use of the CR program. Raters also indicated the number of students they referred to CPS over the academic year, and the number of students referred to the CR over the academic year. Results suggested that on average, staff was very familiar with the CR program ($M=4.39$, $SD=.94$) (See figure 1). Use of the CR program was variable ($M=3.18$, $SD=1.70$) (See figure 2). Staff referred an average of 3.43 students to the CR program over the course of the year, with the number of referrals ranging from 0 to 27. Staff referred an average of 2.90 students to CPS over the course of the year, with the number of referrals ranging between 0 to 40.

Staff also completed a 20 item questionnaire in which they rated the approachability, accessibility, competence, and manner in which the CR program was conducted (i.e., process) on a 1-5 scale.

Results suggested that staff generally perceived high levels of approachability, accessibility, competence, in the CR program and agreed with the process by which the CR program operates. A list of means and frequencies for each item is presented in Appendix E.

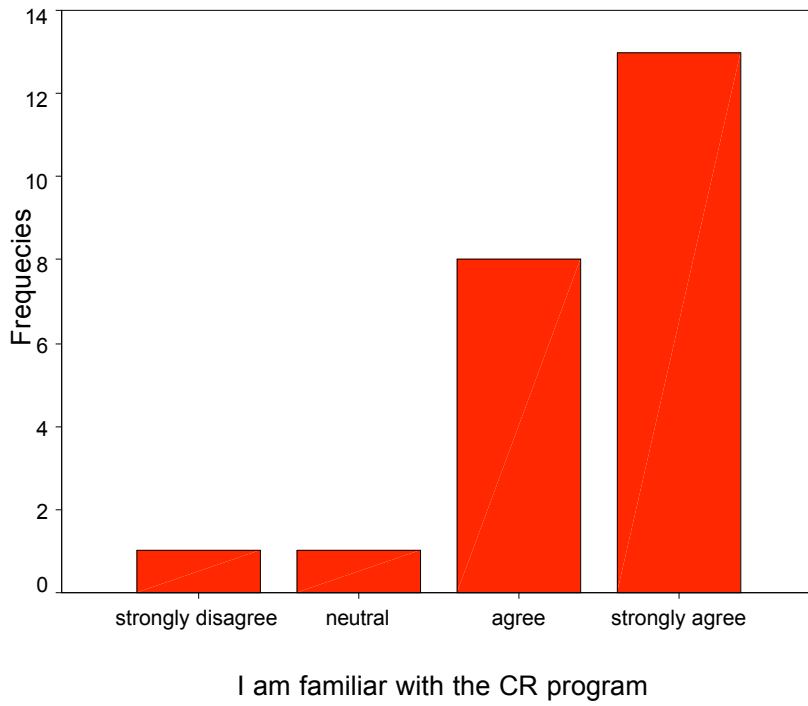


Figure 1

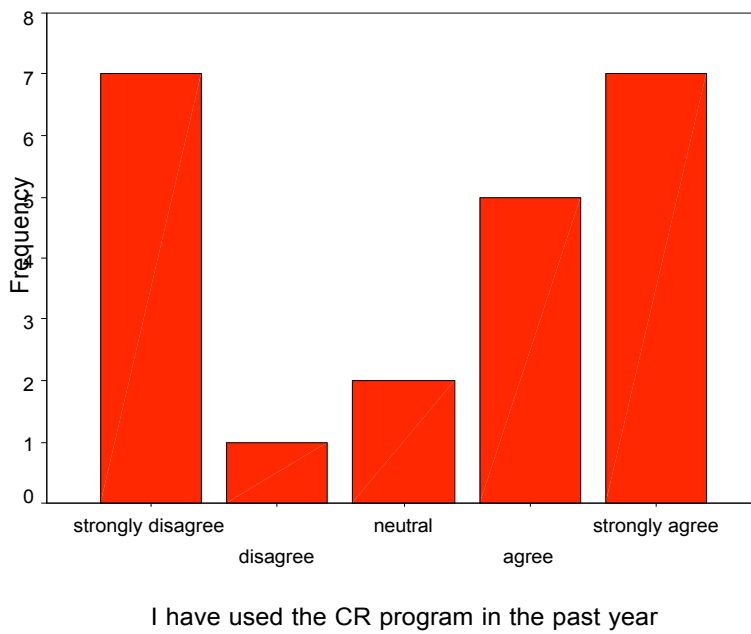


Figure 2

Discussion of Goals and Objectives

Feedback from Residence Life Staff and students suggests that the Counselor-in-Residence Program was successful in meeting a number of its goals and objectives. Specifically, Residence Life Staff was provided with feedback forms at the end of the academic year in order to provide feedback on the implementation of the program and to provide suggestions for future program revisions.

Visibility. The CRs conducted 109 outreach programs throughout the year, suggesting a high visibility in the residential community. The CRs provided information for 3 interviews published in local newspapers, and also provided a total of 15 programs classified as “program support”—in which the CR’s spoke or gave a presentation at a location outside of a residence hall. One staff member noted: “I like the availability of the CR program. I like that they are able to come and talk to students about various issues in a group setting like programs but also meet with students individually”.

Decreasing Barriers to Counseling Services. Feedback provided by Residence Life staff also suggested that the CR program was successful in decreasing some of the barriers to seeking counseling. For example, one staff member noted: “[The CR program] has convenient hours and the people are really nice. It is not as threatening to the students because it is not like a formal doctor’s office”. Another staff member noted: ““The way it gives students access to help without it being scary and formalized...””.

Collaboration with Residence Life staff. The CR attended 22 staff meetings throughout the year, and was able to meet a majority of the Residence Life staff. Maintaining a high level of collaboration with the Residence Life staff is a primary objective of the CR program, as the CR program hopes to assist the staff in addressing mental health concerns within their communities. Establishing and maintaining effective working relationships will continue to be an important objective for future program administration. A sharp increase in the number of outreach programs within the residence halls was also witnessed, which suggests that the CR program increased its collaboration with Resident Advisors as well. For example, one staff member noted that what they liked best about the CR program was: “The people: Lindsey and David are always willing to help and interact. I also really like having people to whom we can turn and from whom we can gain advice”.

Approachability. Feedback from Residence Life staff also suggested that the CR’s were well received by staff members and students. For example, one Residential Life staff member noted that what they liked best about the CR program was: “The confidentiality, professionalism, and friendliness of the Counselors in Residence”. In addition, another staff member noted that what they liked best about the program was that: “It is very personal and not “one size fits all” type. Moreover, the counselors are very good”.

Prevention of student distress through effective referral to counseling services.

Throughout the year, the CR met with over 71 individual students, many of whom contacted the CR with the news that they had successfully entered counseling services at either Counseling and Psychological Services or the Psychology and Social Work Clinic. It should be noted, however, that the CR program was also utilized as a location for students to seek counseling when they were placed on the waiting list for counseling at CPS. Several students also attended brief counseling at the CR program office in between appointments with their counselor at CPS. Thus, not only is the CR program serving to refer students to counseling services, it also appears that the CR program is helping with the “over-flow” of students at the counseling center, and also providing students with a support network outside of their regular counseling sessions. The ability of the CR program to assist students who are on waiting lists to see a counselor is a noteworthy component of our program, given the prevalence of waiting lists at college counseling centers around the country.

Publication of the CR program. Throughout the year, the CR was involved with publicizing the Ohio University Counselor-in-Residence Program through a range of activities, including a presentation at the annual meeting of the Ohio Psychological Association, presentation at the joint meeting of the National Association of Student Personnel Administrators and American College Student Personnel Administrators, presentation at the Ohio University Creative Research and Activity Fair, and presentation at the American Psychological Association annual conference. Notably, the CR program was awarded a \$300 prize for the top programmatic research presentation at the Ohio University Research and Creative Activity Fair. Appendix F and G give a more detailed list of publications and advertisements of the CR program.

Program Expansion

Several recommendations were delineated in the 2005-2006 academic year final report. The following is an outline of how those recommendations were addressed during the 2006-2007 academic year:

- *Increase number of CR's:* The CR program positioned an additional CR within the residence halls. This program revision was implemented following strong feedback from the Resident Directors during the 2005-2006 academic year, who requested expanded services and additional counselors (2) positioned throughout campus. The second CR served to expand the services provided by the CR program, including: 1) the provision of additional evenings of “after-hours” sessions; 2) the provision of additional preventative programming and outreach presentations.
- *On-call Rotations Initiated:* The CR program was expanded by the addition of a departmental cell phone. Both CR's alternated weekly duties.
- *Increase Evening Hours:* “After-hours” counseling was offered this year to include Tuesday evenings. In addition to having a CR present in the office, the

other CR was responsible for outreach, attend staff meetings, and address programming requests that evening. Tuesday evenings were rotated between CR's. Furthermore, Tuesday evenings were moved to the Help Center in the new Baker Center to address the needs of the students on the west green. In fact, one staff member noted that “[The CR's] are AMAZING. They work so hard and even though they have to be exhausted, they do their best to work with your schedule to come in and help with programs, staff concerns, etc. I love the way they are accessible and that I know who they are and what they are about, so I can be confident when referring students that I am referring them to good people. I also like that they have expanded their office hours to Baker, which works much better for West Green”.

- *Be Involved in Staff Orientation.* The CR's were asked to participate in the Residence Life Orientation during the summer proceeding the 2006-2007 academic year. The CR's worked with Residence Life staff to plan their role in the orientation. The CR's utilized the Residence Life Orientation to train all existing and new professional and paraprofessional staff about the program. The CR's also introduced the CR program to new staff during the academic year during scheduled classes.
- *Increase Contact with Security Aide Staff:* The CR's introduced the CR program to the security aide staff during the winter quarter of the 2006-2007 academic year. The CR program was outlined and the CR's led a conversation about how Security Aide staff may become more involved in referrals.
- *Advertise the Counselor-in-Residence Program:* The CR's presented the CR program at several conferences during the 2006-2007 academic year. Please see Appendix F for a list of conferences. Amongst all the presentations, the CR's were able to present with Residence Life staff at a national conference in Orlando, FL., for the NASPA/ACPA Joint Conference. The CR's also created a brochure for Residence Life staff outlining the program and providing suggestions on how to refer a student. A copy of the brochure is included in Appendix G along with other articles written about the CR program in local newspapers and magazines.

Recommendations

The following is an outline of several recommendations that may need to be addressed during the upcoming 2007-2008 academic year:

- *Administrative.* Acquire a parking pass to be used across campus so that CR's can travel between greens for programming/house calls without being ticketed
- Increase meetings with Resident Directors and Assistant Resident Directors
- Create a roster of potential outreach programs to distribute during Residence Life Orientation
- Create “bulletin boards” on mental health related topics that paraprofessional staff may use for passive programming efforts to be distributed during the Residence Life Orientation
- Develop outreach presentations tailored to the Security Aide staff
- Publish scholarly articles documenting the Ohio University CR program and its initial use.

- Residence Life staff members also noted on the year-end evaluation that expanding the CR program to include more counselors, more office-hours, and more locations where after-hours counseling would be helpful. For example, a staff member noted: “[The CR office is] far away from South (i.e., a section of campus). Sometimes I feel like I could get people to go and talk to them it is just that they don’t want to walk all the way over to Jefferson”. Another staff member noted that they would like to see: “More counselors, more evening hours and more nights and weekend hours”. Finally, another staff member noted that they would like to see: “More people and a literal office on West green. New office space in Baker is great, but it would be better to have some office hours on West. Also it would be great to have available hours every night”.

Appendix A

Summary of Programming: Fall Quarter

Fall Programming Register

#	Date	Attendance	Type	Program Name
1	08/25/06	5	Staff Meeting	Introduction to CR program
2	08/25/06	35	Staff Meeting	Introduction to CR program
3	08/25/06	35	Staff Meeting	Introduction to CR program
4	08/25/06	35	Staff Meeting	Introduction to CR program
5	08/26/06	35	Staff Meeting	Introduction to CR program
6	08/26/06	35	Staff Meeting	Introduction to CR program
7	08/26/06	35	Staff Meeting	Introduction to CR program
8	08/26/06	35	Staff Meeting	Introduction to CR program
9	08/29/06	35	Staff Meeting	Introduction to CR program
10	08/29/06	35	Staff Meeting	Introduction to CR program
11	09/11/06	50	Residence Program	Green Games-Poster Judging Session and CR introduction
12	09/12/06	16	Residence Program	Relaxation Program-Shively Staff
13	09/14/06	10	Residence Program	Sexual Health Seminar-Voigt Hall
14	09/18/06	35	Residence Program	Sexual Health and Sexual Assault-Hoover Hall
15	09/19/06	15	Residence Program	Compatibility in Relationships-Martzzolff Hall
16	09/19/06	40	Residence Program	Handling Roommate Issues-Scott Quad
17	09/19/06	10	Residence Program	Introduction to CR program
18	09/20/06	4	Staff Meeting	Relaxation Program-Braugh Staff
19	09/21/06	1	Residence Program	Handling Test Anxiety-Tiffin Hall

20	09/21/06	10	Residence Program	Study Tips and Movie
21	11/10/05	8	Residence Program	Handling Test Anxiety-Atkinson Hall
22	11/10/06	45	Residence Program	Introduction to CR program-Pickering Hall
23	09/21/06	6	Residence Program	Diversity Program
24	09/24/06	2	Staff Meeting	Debriefing-MacKinnon Staff
25	09/26/06	4	Staff Meeting	Relaxation-Biddle Staff
26	09/26/06	15	CR appearance	Transgender Issues: Presentation to Class (A. Demyan)
27	09/26/06	12	Residence Program	CR Introduction-Atkinson Hall
28	09/27/06	25	Residence Program	Study Skills-Scott Quad
29	09/28/06	18	Residence Program	Introduction to CR Program/Relaxation-Crawford Hall
30	10/03/05	6	Residence Program	Sex in the City-Talking about Sex in Relationships
31	10/03/05	8	Residence Program	Respect and Conflict Mediation-Perkins Hall
32	10/05/06	2	Residence Program	PostSecret
33	10/05/06	8	Residence Program	Sun Tanning, Tattoos and Piercing--
34	10/05/06	10	Residence Program	Alcohol Use: Harm Reduction with Binging (Brown)
35	10/05/06	1	Residence Program	Harm Reduction for Halloween
36	10/11/06	15	Residence Program	Introduction to CR Program-True Hall
37	10/12/06	3	Residence Program	Compatibility-Voigt Hall
38	10/12/06	4	Residence Program	Body Image-Washington Hall
39	10/17/06	15	Residence Program	Relaxation Program--
40	10/18/06	25	Residence Program	Alcohol and Sexual Assault-James Hall
41	10/19/06	18	In-service Presentation	Mental Health 101
42	11/06/06	20	Staff Meeting	Introduction to Security Aide Staff

43	10/24/06	16	Residence Program	Relaxation Program
44	10/24/06	12	Residence Program	Sexual Assault-West Nest
45	10/30/06	8	Residence Program	Body Image
46	10/30/06	2	Residence Program	Relaxation Seminar-Weld Seminar Room
47	10/31/06	0	Residence Program	Stress Management--
48	10/31/06	30	Residence Program	Relaxation Program
49	10/31/06	15	Residence Program	Fear Factor
50	11/06/06	4	Residence Program	Relaxation
51	11/07/06	25	Residence Program	Sexual Health Seminar-Convocation Center
52	11/07/06	12	Residence Program	Relaxation Program-Pickering
53	11/07/06	18	Residence Program	Study Skills
54	11/07/06	6	Residence Program	Stress Management
55	11/07/06	6	Residence Program	Sexual Health
56	11/09/06	2	Residence Program	Relaxation Program
57	11/09/06	5	Residence Program	Study Skills
58	11/12/06	2	Residence Program	Sex in the City Program
59	11/12/06	20	Residence Program	Relaxation Program-Weld Seminar Room
60	11/14/06	0	Residence Program	Relaxation Program
61	11/01/06	1	CR appearance	Interview- CR program
62	11/08/06	1	CR Appearance	Interview

Appendix B**Summary of Programming: Winter Quarter***Winter Programming Register*

#	Date	Attendance	Type	Program Name
1	02/07/07	10	Staff Meeting	Roommate Mediation/CR Program
2	02/08/07	7	Staff Meeting	CR Program Introduction
3	02/13/07	18	Residence Program	Relaxation/Mindfulness
4	02/13/07	4	Residence Program	Athletic Group Talk
5	02/20/07	18	Continuing Education	Taking care of students and self/Relaxation
6	02/21/07	27	Residence Program	CR Introduction/Transgender Talk
7	02/22/07	30	Program Support	CR Introduction/Transgender Talk
8	02/24/07	5	Residence Program	Expressing Emotions/Fight Club Movie
9	02/27/07	10	Staff Meeting	New CR Hours
10	02/27/07	13	Residence Program	Sexual Health
11	02/27/07	22	Staff Meeting	New CR Hours
12	02/28/07	10	Staff Meeting	New CR Hours
13	03/01/07	13	Program Support	CR Utilization and Future Goals (Kent Smith)
14	03/01/07	10	Program Support	Relaxation Techniques
15	2/6/07	8	Residence Program	Relaxation Techniques
16	2/6/07	10	Residence Program	Relaxation Techniques
17	2/8/07	6	Staff Meeting	Introduction to CR program
18	2/11/07	5	Staff Meeting	Relaxation
19	2/13/07	3	Residence Program	Body Image

20	2/27/07	1	Residence Program	Eating Disorder Screenings
21	3/3/07	8	Residence Program	Stitch and Bitch (Intro to CR program)
22	3/6/07	12	Staff Meeting	Relaxation Techniques
23	3/6/07	20	Residence Program	Alcohol Use Discussion Group

Appendix C

Summary of Programming: Spring Quarter

Spring Programming Register

#	Date	Attendance	Type	Program Name
0	3/26/07	2	Program Support	Held meetings with Melissa and Mei for CR interviews
1	3/26/07	30	Residence Program	Processing Greif
2	3/30/07	NA	Program Support	Poster at University of Akron- Great Lakes Conference
3	4/1/07	NA	Program Support	Presentation at NASPA/ACPA Conference in Orlando. Collaborative effort with Residence Life. Over 10 hours of meeting and creating PowerPoint.
4	4/9/2007	7	Residence Program	Grief
5	4/23/07	350	Residence Program	Alcohol Awareness Talk/ CR Introduction and After Programming Availability
6	4/24/07	8	Residence Program	Sexual Communication and Assertiveness (Read Hall)
7	4/28/07	6	Residence Program	Sexual Assault Awareness (McKinnon Hall)
8	5/1/2007	11	Residence Program	Burnout and Crisis Management with RA class
9	5/2/07	30	Residence Program	Take Back the Night Vigil
10	5/3/07	8	Residence Program	Relaxation and Sleep Strategies (Bush Hall)
11	5/3/2007	?	Program Support	Poster at the Creative & Research Fair. Won prize for presentation through the Psychology Department for creativity in programming.
12	5/4/2007	9	Program Support	Stress/Relaxation Workshop w/ probation students
13	5/6/07	12	Residence Program	Introduction to the CR Program—Gamersfelder Hall
14	5/8/2007	22	Residence Program	Relationship/Sex Talk at Baker Center
15	5/8/07	1	Residence Program	Time Management (Sargent Hall)

16	5/8/07	10	Residence Program	Body Image (Read Hall)
17	5/10/07	11	Residence Program	Anger Management/Relaxation at True House
18	5/10/07	20	Residence Program	Mock-Tails—A Discussion of Alcohol and Sexual Assault (Atkinson)
19	5/16/07	1	Program Support	CR training
20	5/17/07	30	Program Support	CR Introduction/ Transgender Talk in Abnormal Psychology Class-Demyan
21	5/18/07	6	Program Support	Mindful Walking/Relaxation with probation students
22	5/19/07	---	Program Support	Created resource list of mental health services for Post Secret presentation.
23	5/22/07	30	Residence Program	CR Introduction/ Transgender Talk in Abnormal Psychology Class-Patterson
24	5/22/07	20	Residence Program	Body Image Program (Jefferson Hall)

Appendix D

CR Evaluation Form

1. My position on staff: RD; ARD; GRD; GA; RA; ARA; Other _____

2. I am familiar with the CR program (Check the appropriate number)

Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
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3. I have used Counselors-in-Residence in the past year (Check the appropriate number)

Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
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4. The number of students I have referred to the CR Program since Fall 2006: _____

5. The number of students I have referred to Counseling and Psychological Services: _____

OPEN ENDED RESPONSE: Use back of this page if necessary. If you had no contact or knowledge of the CRs, please go to page 3.

1. So far, I have used the Counselor-in-Residence Program for:

2. What I like the most about the Counselor-in-Residence Program is:

3. What I would change about the *current* Counselor-in-Residence Program?

4. Additional things I would like to see the Counselor-in-Residence Program offer:

FOR EACH ITEM, PLEASE NOTE THE CORRECT NUMBER

	Strongly Disagree	Disagree	Nuetral	Agree	Strongly Agree
	1	2	3	4	5
<u>Counselor-in-Residence: Approachability</u>					
1. The Counselor-in-Residence (CR) is approachable.	1	2	3	4	5
2. I would refer students to the Counselor-in-Residence.	1	2	3	4	5
3. I would consult with the CR regarding concerns in my residence hall.	1	2	3	4	5
4. The CR understands the goals and objectives of the Department of Residence Life.	1	2	3	4	5
5. The CR is friendly when addressing student or staff concerns.	1	2	3	4	5
<u>Counselor-in-Residence: Accessibility</u>					
6. The CR was accessible via phone/cell-phone when needed.	1	2	3	4	5
7. The CR was accessible via email when needed.	1	2	3	4	5
8. The CR office hours were accessible when needed.	1	2	3	4	5
9. The CR was prompt in addressing student and staff concerns.	1	2	3	4	5
10. The CR was accessible to conduct outreach programming when needed.	1	2	3	4	5
<u>Counselor-in-Residence: Competence</u>					
11. I am confident in the competence of the CR in addressing mental health concerns.	1	2	3	4	5
12. The CR is skilled in facilitating outreach presentations.	1	2	3	4	5
13. The CR prepared outreach presentations that were relevant to the staff.	1	2	3	4	5
14. The CR is aware of the needs of the Residence Life staff.	1	2	3	4	5
15. The CR is skilled in consulting with staff regarding mental health concerns.	1	2	3	4	5
<u>Counselor-in-Residence: Process</u>					
16. The CR created a comfortable atmosphere in which to discuss concerns.	1	2	3	4	5
17. I understood what services the CR program could provide to me and my staff.	1	2	3	4	5
18. The CR understood the needs of the students and staff.	1	2	3	4	5
19. Students and staff felt comfortable accessing CR after-hours services.	1	2	3	4	5
20. Students and staff felt comfortable contacting the CR for consultation services.	1	2	3	4	5