



## Table of Contents

<b>I. Department/Program Mission.....</b>	<b>2</b>
<b>II. Department and Program Description &amp; Data .....</b>	<b>3</b>
<b>III. Service Evaluation.....</b>	<b>13</b>
<b>IV. Service Area Outcomes .....</b>	<b>18</b>
<b>V. Resource Planning: Personnel, Technology, Facilities, and Budget .....</b>	<b>9</b>
<b>VI. Final Summary of Goals, Commitments to Action, and Resource Requests .....</b>	<b>11</b>

## I. Department/Program Mission

<p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p>	<p><b>Psychological Services and Personal Counseling Participants:</b>          Melanie Hale, LCSW, Director          Ernest Schmidt, LCSW, Graduate Intern Coordinator          Jacquelyn Lewis, MFT Post Graduate Intern          Rachel Aumann, MSW Post Graduate Intern          Danielle Lau, MFT Post Graduate Intern          Patricia Paulino, Secretary</p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p>The mission of Psychological Services and Personal Counseling is to strengthen student wellness for optimal learning, retention and success. Services are designed to prevent, ameliorate, or resolve student concerns that may impede learning, academic success, or their personal well-being.</p>
<p>3. Explain how the program/department mission is aligned with the <a href="#">college mission</a>?</p>	<p>The mission of Psychological Services and Personal Counseling is directly linked to the core educational mission of our college. That is, <i>dedication to the achievement of learning and to the success of all students</i>. We recognize that the fulfillment of the college mission requires student wellness and access to culturally appropriate mental health counseling as an integral part of student services.</p> <p>Since 1970 Foothill has committed itself to providing student support services in mental health. It has been a trail blazing program in the California Community College system for providing psychological services, outreach and prevention on college campuses.</p>

<b>II. Department and Program Description &amp; Data</b>			
1. Indicate all locations and service delivery options available.		Locations offered: <input checked="" type="checkbox"/> FH Main Campus <input type="checkbox"/> Middlefield <input type="checkbox"/> Off campus	Delivery options offered: <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Telephone <input type="checkbox"/> Email / Online
2. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).			
<b>Faculty Positions</b>	<b>Full-time Headcount</b>	<b>Part-time Headcount</b>	<b>Brief Description of duties</b>
Position Title <b>Director/Counselor, Psychological Services and Personal Counseling</b>	2 Full-Time	0	<p><b>Administration:</b></p> <ul style="list-style-type: none"> <li>• Oversee coordination and development of college mental health service delivery in compliance with state and federal regulations.</li> <li>• Collaborate with program graduate intern coordinator, campus programs, and state and community agencies.</li> <li>• Represent Foothill College on the Santa Clara County Suicide Prevention Advocacy Committee</li> <li>• Write Grants, develop innovative programs (Foothill Institute for Community College Mental Health) and organize statewide college mental health organizations. (California Community College Mental Health and Wellness Association)</li> </ul>

			<ul style="list-style-type: none"> <li>• Active participation on college committees.</li> </ul> <p><b>Counseling (Clinical):</b></p> <ul style="list-style-type: none"> <li>• Provide individual, couple and family counseling to Foothill students and their families</li> <li>• Provide crisis intervention, faculty and staff consultations regarding distressed students/ students presenting with suicidal ideation or violent urges.</li> <li>• Provide clinical supervision to undergraduate, graduate and post graduate mental health counselor interns. (i.e., social workers &amp; marriage &amp; family therapists)</li> </ul> <p><b>In-service Training:</b></p> <ul style="list-style-type: none"> <li>• Teach QPR Suicide Prevention Gatekeeper Training Classes to Foothill students, faculty, staff and administrators as well as various community, high school and community college personnel.</li> </ul>	
<p>: Position Title</p> <p><b>Counselor, Psychological Services and Personal Counseling</b></p>	1 – 11 month	0	<p><b>Counseling (Clinical)</b></p> <ul style="list-style-type: none"> <li>• Provide individual, couple and family counseling to Foothill students and their families</li> <li>• Provide crisis intervention,</li> </ul>	

			<p>faculty and staff consultations regarding distressed students/ students presenting with suicidal ideation or violent urges.</p> <ul style="list-style-type: none"> <li>Coordinate intern program and provide clinical supervision to graduate and postgraduate mental health counselor interns. (i.e., social workers &amp; marriage &amp; family therapists)</li> </ul> <p><b>Teaching assignment:</b></p> <ul style="list-style-type: none"> <li>Teach SPED 72, Stress, Wellness and Coping Class (Lifelong Learning 3 units)</li> </ul>	
Position Title	0	0		
Position Title	0	0		
Management Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties	
Position Title Dean, Adaptive Learning Division	1	0	Oversee Adaptive Learning Division, Health Services and Psychological Services.	
Position Title	0	0		
Position Title	0	0		
Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties	
Position Title <b>Secretary I</b>	1 – 12 month • <i>Shared position with Health Services.</i> <i>Supports two departments.</i>	0	Perform secretarial duties and assist department staff with administrative duties. Book student appointments, orders supplies, manages documents/ maintains reports and assists with outreach program clerical support.	

Position Title	0	0		
Position Title	0	0		
Position Title	0	0		
Position Title	0	0		
Position Title	0	0		
Position Title	0	0		
<b>Student Worker Positions</b>	<b>Hours per Week</b>	<b>Months per Year</b>	<b>Brief Description of duties</b>	
Position Title <b>Post Graduate Intern (MFT)</b>	30 hrs. per week	0	• <b>Temporary position</b> provides individual, couple and group counseling, crisis intervention, information and referral services, outreach and prevention services.	
Position Title <b>Post Graduate Intern (MFT)</b>	16 hours per week	0	Same As Above	
Position Title <b>Post Graduate Intern (MSW)</b>	20 hrs. per week	0	Same As Above	

3. Given available data, describe the trends in <b>overall student usage (# served by total headcount, amount served through telephone, amount served through online communication)</b> . Are there changes in overall usage? What are the implications for your department/program?	• There is an increase in the usage of services by students. With increase in staff we were able to reach 1113 students during outreach activities and provided 346 counseling sessions during <b>fall quarter 2009</b> compared with only 1, 284 contacts for the <b>2002 – 2003 academic year</b> .  Since our Iranian (fluent in Farsi and English) and Latina counselor (fluent in Spanish and Japanese) left the department, there is a gap in our ability to offer counseling in varied languages. We can increase our ability to attract a more diverse population and communicate with families with a more diverse staff. A commitment along with deliberate and continuous efforts must be made in this area to obtain results
4. <b>Scheduling of services:</b> Given available data, describe the	Currently, services are offered during daytime hours

<p>patterns in <a href="#">usage (times of day, times of year, weekend usage)</a>. Are there changes in when students access services? What are the implications for your department/program?</p>	<p>attracting daytime students. Services are not accessible to students during the evening hours. Our program services are in greatest demand during the spring quarter. With current fiscal constraints, we are cautious about expanding service hours to include evening hours. We are however planning to offer drop-in counseling at various office locations at both main and Middlefield campuses to accommodate more students.</p>	
<p>5. <a href="#">Student Demographics</a>: Given available data, describe the trends with respect to <a href="#">student demographics and underrepresented students</a>. Are there changes in access to and use of services? How will your program address any needs/challenges indicated by the data?</p>	<ul style="list-style-type: none"> <li>International students are the most frequent user of services. A greater number seeking service has pre-existing mental illness and was under a doctor's care in their home country.</li> <li>Historically underrepresented groups are under utilizing the services and may require more accessible, innovative and culturally relevant outreach and service delivery.</li> </ul>	
<p>6. <a href="#">Student Academics</a>: Given available data, describe the trends with respect to the <a href="#">academic characteristics of students, such as transfer or basic skills status</a>. Are there changes in access to and use of services? What are the implications for your department/program?</p>	<p>We do not have access to official academic data of students at the time they seek help with a personal problem. We do ask for a general self-report on the client intake form about how they believe they are doing. The answer varies but most students report feeling that their personal distress impedes their ability to focus and sustain with academic demands.</p>	
<p>7. <a href="#">International Students</a>: Given available data, describe the trends with respect to <a href="#">international students</a>. Are there changes in access to and use of services? What are the implications for your department/program?</p>	<ul style="list-style-type: none"> <li>As stated, international students are the most frequent user of our services. A greater number seeking help have pre-existing mental illnesses and were under a doctor's care in their home country.</li> <li>During some student mental health emergencies we are having increased contact with host families and have had to contact international student families in foreign countries. The implication here is that our staff must be trained on the Interpreting Phone Call Services System that is familiar to a</li> </ul>	

	<p>few of our international program staff. We must also establish a list of language capabilities within our college.</p>	
<p>8. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).</p>	<ul style="list-style-type: none"> <li>• Foothill's Psychological Services developed and implemented the first professional development center for community college mental health professionals and advocates. With the successful President's Innovation grant the Foothill Institute for Community College Mental Health (FICCMH) was established. The mission is to serve, as a center for professional development that promotes best practice and cultural competence in addressing the mental health needs of community college students. Participants benefiting from FICCMH include Foothill faculty, staff and administrators, professionals from colleges throughout the California Community College System, Stanford University, San Jose State University and community agencies. The Institute is also a certified provider of Continuing Education (CE) units for licensed nurses, social workers and marriage and family therapists.</li> <li>• Since 9/11, INS will only accept letters from licensed clinical psychologists for international students out of status. This means we now must refer them off campus for evaluation letters. (Source: Arthur Levine, International Programs Immigration Advisor)</li> </ul>	
<p>9. Are you seeing <b>trends</b> that are not reflected in the data cited above? If yes, please explain.</p>	<p>Many students are being severely impacted by the fiscal crisis in our state. Depression, profound sense of hopelessness and anxiety has increased. Students are more concerned with survival, and stress is causing or exacerbating marriage and family conflicts. Job loss, difficulty obtaining classes, increase in college costs and the evaporation of funding are contributing to drop out, illegal activities, illness and remaining in unhealthy or dangerous relationships for economic reasons.</p>	



Summary of Planning Goals & Action Plans				
10. Identify 1-3 operational goals for the next 3 years and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	College Strategic Initiatives			
Identify 1-3 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
1. Establish more comprehensive and efficient data collection and analysis capability via electronic record keeping.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Expand graduate internship positions with a culturally diverse team to serve Foothill students at both Main and Middlefield campus.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. Provide mental health counselors with evidence based practice training and consultation to ensure optimal student mental health counseling and outreach service delivery. Our goal is to meet or exceed state practice guidelines	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. What is your plan for accomplishing your goals? (1.) Purchase and install an electronic record keeping system, (2) Secure funding to provide graduate intern stipends (3) In conjunction with Health Services hire a psychiatrist/psychologist for consultation purposes.				
Dept/Program Operational Goals	Activities		Measures	Timeframe
(1) Improve accessibility of services to all students with particular focus on historically underrepresented students, veterans, economically	<ul style="list-style-type: none"> <li>• Hire a diverse team of interns.</li> <li>• Obtain office space at strategic locations throughout Foothill's main and Middlefield campus.</li> </ul>		Service delivery in new offices.	Fall 2011

disadvantaged students and disabled.	<ul style="list-style-type: none"> <li>Offer drop-in /crisis counseling for students with tight schedules or difficulty adhering to appointment structures.</li> <li>Strengthen community partnership with psychology based agency or training facility and include psychology interns among existing social work and marriage and family therapy interns at Foothill.</li> </ul>			
(2) Increase student awareness and use of campus mental health services.	<ul style="list-style-type: none"> <li>Explore on line options for outreach.</li> <li>Increase student outreach at campus locations that have not been utilized.</li> </ul>	Increase number of referrals and usage.	2011	
	<ul style="list-style-type: none"> <li>Meet with campus constituent groups for action plan development.</li> </ul>			
	<ul style="list-style-type: none"> <li>Participate in mainstream campus life activities.</li> </ul>			
	<ul style="list-style-type: none"> <li>Teach additional classes and offer more psycho educational groups.</li> </ul>			

11. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale of how each request <b>supports one or more college strategic initiative and/or supports student learning &amp; success.</b>
Electronic Record Keeping Software System	<p>Establish more comprehensive and efficient data collection and analysis capability via electronic record keeping.</p> <p>Expedite and Facilitate client charting and record keeping to meet professional standards and keeps us current in use of technology for mental health service delivery.</p>	Will facilitate program operation by standardizing the record keeping system to meet current standards and trends in mental health record keeping. Tracking student progress will help us to measure outcomes with more detail and accuracy. Information will help us to refine and develop more effective services
Diverse Graduate and	Additional interns will increase our ability to	Students will have more rapid access to a provider

Post Graduate Interns	service greater number of students and be available to assist with faculty staff consultations and training. Creative program service delivery and intern language capabilities and specialties will better meet student needs.	that can help to alleviate problems that may impede personal well-being, safety and academic success.	
Evidence Based Practice Training, Psychiatric and Psychological Consultants, Trainers/ Supervisors	Psych. Services staff will be able to maintain currency in best practices, and obtain interdisciplinary consultation for optimal mental health services delivery to students.  It will also help us to sustain Foothill Institute for Community College Mental Health.	Evidence based practice training will help staff develop, learn and maintain best approaches for successful counseling with distressed students.	

III. Service Evaluation	
Service Evaluation Overview	
1. Student Services Survey: Given results of the Fall Student Services Survey, describe any trends with respect to student knowledge of and use of program services. Are there changes over time? What are the implications for your department/program?	<p>Results from the random sample of 1,339 students indicate that 37.7% never heard of our services and 54.2 % who heard of it did not use it.</p> <p><b>Implications:</b> We need to know why students are unaware or under using. <i>We must also exercise caution in over marketing as our program frequently has a waiting list of students who request services.</i></p> <ul style="list-style-type: none"> <li>• Administer a survey to further assess reasons for lack of awareness and under usage of services. Develop an action plan for feasible change.</li> <li>• Establish more accessible services / offer more classes and groups addressing stress, wellness and coping.</li> <li>• Offer strategic marketing through mainstream campus programs. Increase faculty/staff awareness of program referral process and provide continued support.</li> </ul>

<p>2. <b>“Internal” Evaluation:</b> Given results of the Internal Evaluation, describe any trends with respect to <b>internal perceptions of program effectiveness</b>. Are there changes over time? What are the implications for your department/program?</p>	<ul style="list-style-type: none"> <li>• We have not administered a formal <b>internal</b> evaluation on the program operation as a whole but is a future departmental goal.</li> <li>• Program director, graduate intern coordinator, postgraduate interns and secretary will complete a survey to evaluate our satisfaction with program operations and services.</li> <li>• We have noticed an increase in the number of students using our services and the resulting need for wait lists.</li> <li>• Our perception is that the program is effective for those who use the service but we must diversify our approaches to help for students who may not use traditional therapeutic counseling for help. (I.e., cultural reasons, mental health stigma, etc.)</li> </ul>	
<p>3. <b>“External” Evaluation:</b> Given results of the External Evaluation, describe any trends with respect to <b>external perceptions of program effectiveness</b>. Are there changes over time? What are the implications for your department/program?</p>	<ul style="list-style-type: none"> <li>• We have not administered a formal <b>external</b> evaluation on the program operation as a whole but is a future departmental goal.</li> <li>• While faculty and staff consultations are provided we need to offer in-service training.</li> <li>• Student needs and requests for psychiatric and psychological evaluations are not available since those disciplines are not part of our existing staff team.</li> <li>• Verbal feedback and emails from students and instructors are generally very positive.</li> </ul>	

<p>4. <b>Point of Service Surveys:</b> Given results of the Point of Service Survey, describe any trends with respect to <b>student evaluations of service</b>. Are there changes over time? What are the implications for your department/program?</p>	<ul style="list-style-type: none"> <li>• Currently, all students using services evaluate each counseling session attended for the effectiveness. In the future all counselor evaluations will also be collectively tabulated (<i>Electronic record keeping and use of technology will facilitate this effort.</i>)</li> <li>• A future goal is to provide student customer satisfaction surveys about the program as a whole. Survey to be administered to random sample of students using services. We will consult with Office of Institutional Research for instrument design and data collection processes.</li> </ul>	
<p>5. Optional: Provide any additional data relevant to service satisfaction or perceived effectiveness of your program. (Indicate the source of the data).</p>	<ul style="list-style-type: none"> <li>• It is our perception that we are helping to avert many student suicides and harm towards others due to our department safety procedure. Screening these risk factors are made for all students requesting appointments regardless of their presenting problem. Students presenting with these symptoms are immediately assessed for safety by one of our counselors and appropriate care plans established when indicated.</li> </ul>	
<p>6. Are you seeing <b>trends in service satisfaction or perceived effectiveness</b> that are not reflected in the data cited above? If yes, please explain.</p>	<ul style="list-style-type: none"> <li>• Evaluations administered to participants of workshops sponsored by Foothill Institute for Community College Mental Health was very highly rated. Participants included Foothill faculty, staff and administrators, professionals from colleges throughout the California Community College System, Stanford University, San Jose State University and community agencies.</li> <li>• With cuts to community mental health programs more students are and will be seeking on campus services. Our department may not be able to keep up with the demand for services resulting in longer wait lists and student dissatisfaction with services.</li> </ul>	

<b>Summary of Planning Goals &amp; Action Plans</b>			
7. Identify 1-3 goals for the next 3 years related to service evaluation and provide action plans for accomplishing your goals.			
<b>Dept/Program Operational Goals</b>	<b>Activities</b>	<b>Measures</b>	<b>Timeframe</b>
(1) Evaluate student satisfaction with Psychological Services and Personal Counseling	<ul style="list-style-type: none"> <li>Administer a student satisfaction survey in consultation with Foothill Office of Institutional Research.</li> </ul>	<ul style="list-style-type: none"> <li>Helpfulness of Service Provided</li> <li>Accessibility of Services</li> </ul>	<b>Fall 2010 – 2012</b> Accessibility of Services
(2) To implement and fully utilize technology (electronic record keeping and data collection) and online student / faculty services in Psychological Services Department.	<ul style="list-style-type: none"> <li>Purchase and install electronic record system, provide staff training, record and collect data and evaluate efficacy of system.</li> </ul>	<ul style="list-style-type: none"> <li>Staff transition from paper to electronic record keeping.</li> <li>Time saved</li> <li>Established system of data collection for the department with useful information for program planning and service delivery.</li> <li></li> </ul>	2011 - 2012
(3) Offer psychiatric and psychological consultation / services on part-time basis for optimal mental health service delivery and staff preparedness.	Collaborate with Health Services Office to hire a shared part-time psychiatrist and psychologist.	Specialty of these two disciplines will afford students with broader assessment and treatment opportunities strengthen program staff clinical knowledge and objectivity.	<b>2011 2012</b>
(4) Ensure client privacy that meets HIPPA, other state and federal legal and ethical requirements.	College will complete soundproofing of mental health counselor offices.	<p>Completion of soundproofing with results that are effective.</p> <p>White noise machines that are not effective will no</p>	2010 - 2012

		longer be needed.		
8. Are additional resources needed to accomplish your department service evaluation goals? If yes, identify the resource, as well as the purpose and rationale for each resource.				
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request <b>supports one or more college strategic initiative and/or supports student learning &amp; success.</b>		
Electronic Records/Data Collection System	Department will transition from paper to electronic records and data collection.	Will facilitate program operation by standardizing the record keeping system to meet current standards and trends in mental health record keeping. Tracking student progress will help us to measure outcomes with more detail and accuracy. Information will help us to refine and develop more effective services		
Psychiatric and Psychological Consultant/Providers	Specialty of these two disciplines will afford students access to broader assessment and treatment opportunities, strengthen staff clinical knowledge and objectivity of program staff for enhanced practice capability.	Our strategic initiative <i>Putting Access Into Action</i> includes partnerships, meaningful access and recognizes the needs of students beyond the realm of academic and student support services. Recognizing the complex world of students, access to the disciplines that can provide resources they need are crucial.		

IV. Service Area Outcomes					
<i>Student Learning Outcome Assessment</i>					
<p>1. <b>Be sure and complete your service area outcomes. SAOs are listed in a separate document. Please refer to your SAOs to complete this section, but do not-relist the SAOs themselves.</b></p> <p>2. Are additional resources needed to accomplish your service area outcome goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Identified Resource</th><th style="width: 90%;">Purpose</th></tr> </thead> <tbody> <tr> <td style="vertical-align: top;">Graduate and Post Graduate Social Work, Marriage Family Therapist, Psychology Interns</td><td> <p>If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning &amp; success.</b></p> <p>Hiring interns is cost effective. It will increase our ability to serve greater number of students, assist with faculty staff consultations and training.</p> <p>Creative program service delivery, culturally diverse interns with varied language and areas of specialty will better meet our diverse student needs. Academic and career goals can be met when there is help for personal problems that may impede them.</p> <p>This goal meets the initiative, <i>Building a Community of Scholars. That is, it "embraces students where they begin and moves them through strategic sequences of instruction and student services to meet their goals. Interdisciplinary models promote a collaborative decision making environment.</i></p> </td></tr> </tbody> </table>		Identified Resource	Purpose	Graduate and Post Graduate Social Work, Marriage Family Therapist, Psychology Interns	<p>If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning &amp; success.</b></p> <p>Hiring interns is cost effective. It will increase our ability to serve greater number of students, assist with faculty staff consultations and training.</p> <p>Creative program service delivery, culturally diverse interns with varied language and areas of specialty will better meet our diverse student needs. Academic and career goals can be met when there is help for personal problems that may impede them.</p> <p>This goal meets the initiative, <i>Building a Community of Scholars. That is, it "embraces students where they begin and moves them through strategic sequences of instruction and student services to meet their goals. Interdisciplinary models promote a collaborative decision making environment.</i></p>
Identified Resource	Purpose				
Graduate and Post Graduate Social Work, Marriage Family Therapist, Psychology Interns	<p>If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning &amp; success.</b></p> <p>Hiring interns is cost effective. It will increase our ability to serve greater number of students, assist with faculty staff consultations and training.</p> <p>Creative program service delivery, culturally diverse interns with varied language and areas of specialty will better meet our diverse student needs. Academic and career goals can be met when there is help for personal problems that may impede them.</p> <p>This goal meets the initiative, <i>Building a Community of Scholars. That is, it "embraces students where they begin and moves them through strategic sequences of instruction and student services to meet their goals. Interdisciplinary models promote a collaborative decision making environment.</i></p>				

Mental health outreach material and supplies. (Includes screening kits for Depression, Eating Disorders, Etc.)	Effective, culturally sensitive student friendly outreach and prevention activities, workshops and in-service training for faculty and staff).	<p>Marketing that de-stigmatizes mental health and promotes awareness about campus support for distressed students. Outreach services can potentially avert a student suicide if students are aware of campus help that is easy to access.</p> <p>As stated above, funding in this area will help to support a community of scholars and recognizes the need for meaningful access.</p>	
--	--	---	--

Electronic record and data collection system	<p>Will facilitate program operation by standardizing the record keeping system to meet current standards and trends in mental health record keeping. Tracking student progress will help us to measure outcomes with more detail and accuracy. Evaluation of outcomes will help us modify and embellish our service for greater effectiveness with students. It will provide faculty and staff with information that will help prepare them for effective management and referral of distressed students.</p>	<p>Will facilitate program operation by standardizing the record keeping system to meet current standards and trends in mental health record keeping. Tracking student progress will help us to measure outcomes with more detail and accuracy.</p> <p>Will promote a collaborative decision-making environment that helps us to enhance student learning and supports faculty in their efforts to assist them.</p>	

V. Resource Planning: Personnel, Technology, Facilities, and Budget	
<i>Faculty</i>	
1. What staffing needs do you anticipate over the next four years. (Consider: <a href="#">retirements</a> , <a href="#">PDL</a> , <a href="#">reassigned time</a> , <a href="#">turnover</a> , growth or reduction of the program)	<ul style="list-style-type: none"> <li>• Possible Retirement (1 full - time counselor position)</li> <li>• Possible Professional Development Leave (1 full-time counselor position)</li> <li>• Part-Time temporary psychologist/psychiatrist as discussed. (Share with health office)</li> </ul>
<i>Classified Staff</i>	
2. What staffing needs do you anticipate over the next four years. (Consider: <a href="#">retirements</a> , <a href="#">PDL</a> , <a href="#">reassigned time</a> , <a href="#">turnover</a> , growth or reduction of the program)	<ul style="list-style-type: none"> <li>• Program growth and demand for services over time will require 1 full-time secretary dedicated to Psychological Services only.</li> <li>• Student employees - Graduate and Postgraduate interns also needed.</li> </ul>
<i>Technology and Equipment (see definitions below)</i>	
3. Are the existing equipment and supplies adequate for meeting the needs of the program? If no, explain.	See reference to need for electronic record and data collection systems. Need 2 inkjet printers for intern offices and department lap top computer for off site counseling at Middlefield and other campus locations. Need one additional lateral 5-drawer file cabinet.
4. Do you have adequate resources to support <a href="#">ADA</a> needs in your physical and/or online services? If no, explain.	No. Our office door does not open automatically and we do not have student forms in Braille.
<i>Technology &amp; Equipment Definitions</i>	
<ul style="list-style-type: none"> <li>• <b>Non-instructional Equipment and Supplies:</b> includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.</li> <li>• <b>Instructional Equipment and Supplies:</b> includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.</li> <li>• <b>Durable Equipment and Furniture:</b> includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.</li> <li>• <b>Note:</b> It is recommended that divisions perform and maintain an inventory of all their technology and equipment.</li> </ul>	
<i>Facilities</i>	

5. Are your facilities accessible to students with disabilities? If no, explain.	Limited mobility students may have difficulty opening front office door. We do not have an automatic opening door.	
6. List needs for upgrades for existing spaces.	Sound proofing of offices need s completion. This project was never completed when we moved into the new building.  We need to finalize establishing a therapeutic environment of the office to promote a calm and welcoming milie for distressed students with severe anxiety and mood disorders	
7. List any new spaces that are needed.	As we move to provide drop-in counseling and make services more accessible to students we need office space in the general counseling area, near EOP's, P.E. and Middlefield Campus. We can collaborate with these departments for their consideration and input.	
8. Identify any long-term maintenance needs.	Sound proof our counselor offices. Computer maintenance.	
9. Are available general use facilities, such as student spaces and office/work space adequate to support the program? Please explain.	Yes. We do however want to bring services to various locations throughout the campus for easy student access.	
10. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	Yes. They do an excellent job and are always courteous.	
<i>Budget</i>		
11. Are the A-budget and B-budget allocations sufficient to meet student service needs in your department/program?	For the most part, yes.	

<p>12. Describe areas where your budget may be inadequate to fulfill program goals and mission.</p>	<ul style="list-style-type: none"> <li>• To acquire part-time psychiatric/psychological consultants/providers, additional funding will be required.</li> <li>• The graduate intern program will need continued funds to attract a diverse group of quality applicants in order to sustain services to Foothill students. As demand for services increase additional interns will be needed.</li> <li>• Demands for secretarial support time in the Health Services office have significantly increased resulting in our reception area being more frequently uncovered when students arrive. If our position were not a split position this problem would cease. The health services office needs a full-time secretary.</li> <li>• Leave Replacements with PDL's /Retirements</li> <li>• Foothill Institute for Community College Mental Health (Independent Contractor Fees)</li> </ul>	
<p>13. Are there ways to use existing funds differently within your department/program to meet changing needs?</p>	<p>Yes. The psychiatrist position can be a shared position with Health Services thus benefiting students using either of our departments.</p>	
<b>Summary of Planning Goals and Action Plans</b>		

<p>14. What are your goals with respect to resource planning and how will those goals be measured?</p>	<p><b>A. Staffing</b>  1. Ensure that staffing levels are commensurate with the growing needs and demands for our mental health counseling services and program operation. Foothill Institute for Community College Mental Health (FICCMH) will require budget contributions for <b>independent contractor</b> professional development sponsorships. We will be able to help offset this expense with workshop participant fees that we can charge.  <b>Measurement:</b> Positions described above will be filled.</p> <p><b>B. Equipment</b>  1) Transition from paper to electronic clinical record-keeping and data collection.  <b>Measurement:</b> A new system will be installed that eliminates the need for paper records, allows for more efficient documentation and useful data.  2) Purchase File Cabinet, restock and update Marketing, Outreach and Prevention Material and Supplies.  <b>Measurement:</b> Distribution of culturally relevant outreach and prevention material to students and staff at campus and community events. (Examples are: Depression Screening, Internet and Gaming Addictions, Suicide Prevention and Screening, etc.) File cabinet will be used to organize and file these resources.  3) Purchase two laptop computers to be used for our proposed “off site” locations.  <b>Measurement:</b> Counselors providing “off site” mental health counseling will be able to protect client (student) privacy in compliance with HIPPA regulations.</p> <p><b>C. Facilities</b>  <b>Acquire</b> shared office space at Foothill’s Main and Middlefield Campuses, to promote accessibility to services particularly underrepresented students, veterans, economically disadvantaged students and disabled. Office space must be sound proofed.  <b>Measurement:</b> Greater student access and use of services! Page 24 of 27 Enhanced professional appearance/calming office in 2120 and compliance with HIPPA privacy regulations</p>
--	---

15. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning &amp; success.</b>	
Training DVD: Overview of Psychological Services A Guide for Faculty, Staff and Administrators”	To provide supplemental training for all faculty, staff and administrators on what psychological services does to help students, how and when to refer students to our program and how to use our faculty/staff consultative services.	Distressed or disruptive students often improve with help from Psychological Services and Personal Counseling. Early intervention results in successful classroom retention and academic success. Faculty, staff and administrators must have varied in-service options for their busy schedules. The training DVD will help them to develop skills and knowledge that will support them in their efforts to help or better manage distressed and disruptive students.	
Funds Foothill QPR Gatekeeper instructor in-service	To re-certify Suicide Prevention Gatekeeper instructors at \$84.00/participant.	Certified instructors will be able to continue as QPR instructors. Suicide prevention will be broadened beyond the department's efforts to identify potential students at risk. Moreover, it contributes to cultivating a safer environment, which is critical for optimal student learning.	

## VI. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 3 years.

Psychological Services and Personal Counseling has been in its new office location for only 2 ½ years. It is an evolving program with increasing demands for services. Students are presenting with more severe personal and economic hardships that risk retention and student success. There is an increasing need for ongoing faculty, staff and administrator consultation, training and support. Our goals have been developed to better meet the needs of our college and community by:

- Expanding graduate/post graduate internship positions to address increasing needs for student mental health services and crisis intervention. Interns must include varied language capabilities and cultures reflecting the diverse backgrounds of our student population.
- Improving accessibility and marketing of services to all students with a particular focus on historically underrepresented students, veterans, economically disadvantaged and students with disabilities.
- Providing the department's staff with evidence based training and consultation to ensure optimal student mental health counseling, outreach and prevention.
- Augmenting gaps in availability of specialty disciplines by hiring shared part-time psychiatric and psychological service providers. Specialized mental health services by these providers will provide needed services unique to their disciplines.
- Strengthening FICCMH will continue to build and maintain our leadership role in professional development that focuses on the CCC college mental health provider. Budgeting and hiring independent contractors to conduct workshops for Foothill Institute for Community College Mental Health. (FICCMH) as appropriate.
- Providing more accessible services to students by acquiring shared office space at Foothill main-campus and Middlefield.
- Establishing more comprehensive and efficient data collection and analysis capability via electronic records.

### ***Resource Requests***

- Yearly funds to hire 4 – 6 graduate and post graduate interns @ \$8 - \$10 per hour,
- Full-time secretary for Psychological Services (currently a shared position with Health Services)
- One temporary part-time psychiatrist (once per month 4 hrs.) hourly rate approximately \$200 per hour
- One temporary psychologist (4 hours per month). Hourly rate approximately \$150 per hour/Independent contractor fees
- Two lap top computer (rational in document).
- Electronic record and data collection system
- Funds to develop DVD Training; marketing and outreach material, file cabinet, marketing and outreach supplies.
- Electronic door for students with physical challenges; complete soundproofing offices

<p>2. Final Resource Request Summary: <b>When the program planning and review form is online – the section below will automatically fill in with your responses from each section. Until this is ready, these sections will be cut and pasted from previous sections.</b></p>				Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above.
Resource	Purpose	Rationale	Estimated Cost	
<i>Supervising Administrator Signature</i>		<i>Completion Date: 1/22/10</i>		