Welcome to the FGCU Counseling and Psychological Services (CAPS) annual report!

We hope you find it informative and helpful as we continue to develop our staff and services for FGCU students and the greater FGCU community. We strive to constantly evolve in our status as a comprehensive counseling center (CCC); providing direct clinical services, outreach and prevention programs, training opportunities for developing professionals in the field and connecting with all our community constituents through consultation and collaboration (the fours pillars of a CCC). Please join us and share your feedback and suggestions in our efforts to grow and improve as we all work together for the success of FGCU students. Go Eagles!

EXECUTIVE SUMMARY

This report covers CAPS operation during the 2019-2020 fiscal year (FY), which ran from July 1st through June 30th. The ‘19-‘20 FY was unique in many ways for CAPS, the FGCU community, the nation, and the world. While CAPS faced a wonderful series of opportunities and challenges in moving our entire operation to a new location on campus in the middle of the Fall semester, this pales in comparison to the events that made the Spring and Summer semesters undoubtedly the most unusual semesters to-date for our young University. The coronavirus pandemic had a sudden and indelible impact that underscored the vulnerability and adaptability of the human condition. A series of events brought systemic racial inequities and injustices to a renewed focus in our country. These are monumental events in the history of the United States and will impact our personal and professional lives forever.

The events that highlighted the ‘19-‘20 FY provide an undercurrent for the graphs, data, and summaries found below. While the impact of the pandemic resulted in a visible downturn in the number of clients served, the teamwork and flexibility of CAPS staff cannot be captured in numbers or visuals. Pivoting, mid-semester, from providing no virtual services to providing almost all services virtually took both the willingness and cooperation of our staff, our students, and our partners. We can only hope that our students felt our availability and support despite the unprecedented circumstances. Social justice is an important part of CAPS’ mission and will remain central in all aspects of our work.

CAPS serves the entire University community in many ways. While, only individuals enrolled as students at FGCU are eligible for direct clinical services (e.g., psychotherapy, psychiatry), CAPS provides consultation, outreach, training, and other services for FGCU students, faculty, staff and the entire SWFL community. Putting time and energy into all four pillars of University Counseling Center work, CAPS strives to bring warmth, creativity, knowledge, and inspiration for positive growth to all those we serve.

As the pages below will detail, CAPS directly served almost 2000 FGCU students in a variety of ways. We also provided support, information, and mental health education and guidance to numerous staff, faculty, community members, and other students who were not CAPS clients. We work hard to fulfill each pillar of a comprehensive counseling center with a sense of professionalism, creativity, and connection. We consistently aim to grow as a center and improve both the services we offer our students and the way we engage the entire FGCU and SWFL community. If you have any questions or feedback about this report or CAPS services, please contact CAPS’ Clinical Director at mghali@fgcu.edu.
Our Clients are FGCU students who are enrolled in the semester in which they are seeking services. While the information on this page reflects only individuals who have officially registered as clients, CAPS works hard to provide information and support for the entire University community, including all students, faculty and staff, as well as the SWFL region.

The demographics of CAPS clients roughly mirror the demographics of FGCU’s student population. As can be seen in the graphs to the right and on the next page, we offer a “No Response” option for our demographic questions to offer privacy to our clients, and this can skew the data.

A mild increase in the percentage of males who registered as CAPS clients (+3%) was seen this year compared to last year. This cannot be attributed to an increase in the percentage of male students at FGCU, overall, as the percentage of male FGCU students decreased slightly compared to last year. The increase at CAPS hopefully reflects CAPS’ efforts to reach more students that identify as male through programming changes and outreach efforts.

The ’19-’20 FY brought a renewed focus on systemic racial inequality and injustice in our country. We are aware that FGCU students are not immune to the immediate, long-term, or generational effects of these processes. Over the past year, we have worked harder than ever to be mindful, gather data, and build lasting partnerships with the office of Multicultural and Leadership Development as well as student representatives in an effort to provide effective and accessible services to our students who need support to navigate and heal from these processes. While CAPS serves a slightly higher percentage of racial minority students than are enrolled at the University, we will continue to work on creating a more welcoming and safe space, so that any student who might benefit from our services can recognize that they belong, are welcomed and respected.
### Client Demographics

#### Year in School
- Freshman: 29%
- Sophomore: 20%
- Junior: 23%
- Senior: 22%
- Non-degree: 1%
- Graduate: 4%
- High-school/dual-enroll: 0%
- Other: 1%
- No response: 0%

#### Sexual Orientation
- Heterosexual: 67%
- Bisexual: 11%
- Lesbian: 1%
- Gay: 2%
- Questioning: 3%
- Self-identify: 2%
- No response: 14%

#### International Student?
- No: 87%
- Yes: 1%
- No response: 12%

#### Other
- Transfer Students: 23%
- Live on Campus: 52%
- Registered Disability: 10%
- Active/Past Military: 1-2%
Presenting Concerns

Students come to CAPS to address a variety of concerns, although the top reasons have been consistent for many years. Below are the top 5 concerns that students indicate they would like to address and that clinicians note as creating distress for the client. The percentage of clients who struggled with each issue during the 2019-2020 year can be found in the boxes describing each issue. The order in which students endorse these concerns have gone virtually unchanged over the past 5+ years, although the percentage of CAPS clients endorsing these concerns has increased almost every year. A brief discussion of these presenting concerns and ways in which these concerns impact CAPS clients is included in the text boxes.

#1: Anxiety and Stress
Endorsed by 71% and 48% of students, respectively.
Anxiety and stress can be difficult to tease apart and there can be nuanced reasons someone might indicate their presenting concern as anxiety rather than stress, or vice versa. Thus, we have grouped these two categories together in this report.
For students, anxiety can lead to avoidance, panic attacks, and a high level of distress both socially and academically if left unmanaged.

#2: Depression
Endorsed by 51% of students this year.
A generation or two ago, depression was consistently endorsed as the #1 presenting concern, however that changed in the early 2010’s.
Depression can create difficulty maintaining energy, motivation, and concentration. Students who struggle with depression often see their grades, social life, and daily functioning deteriorate.
Some students have been dealing with depression since childhood.

#3: Relationship Concerns
Endorsed by 41% of students this year.
Relationship concerns include friendships, family and romantic relationships, and general social functioning.
Relationship struggles, when long-standing, can lead to interpersonal patterns that can interfere in many aspects of a student’s life.

#4: Self-esteem/Confidence

#5: Academic Concerns

Anxiety and Stress

Depression

Relationship Concerns
Presenting Concerns (cont.)

Self-esteem/Confidence
Endorsed by 32% of CAPS clients this year.

Low self-esteem/confidence is not uncommon for young people to experience. When it interferes with one’s life to the point that they are not functioning well, this can prompt people to seek professional support to try and improve their self-esteem/confidence.

Low self-esteem/confidence can sometimes develop through early childhood experiences, incidents of trauma, and sometimes without any apparent ‘triggers’. Regardless, low self-esteem/confidence can lead to poor performance, social and/or academic avoidance, and low mood.

Academic Distress
Endorsed by 25% of CAPS clients this year.

Academic distress can be a contributor to and a symptom of other concerns. For example, anxiety can lead to academic distress, or academic distress can contribute to anxiety.

Ongoing academic distress can lead to avoidance or, in some cases, dropping out of college.

Sometimes academic distress stems from underlying learning disorders or other issues. In addition, many students at FGCU work to support themselves or their families and struggle to balance these demands, which can lead to academic distress.

Other Concerns
And percentage of CAPS clients who endorse those concerns

Trauma – 24%  Sleep – 22%  Emotion Dysregulation – 21%  Eating/Body Image – 19%
Social Isolation – 18%  Grief/Loss – 14%  Suicidality – 12%  Self-injurious thoughts – 12%
Adjustment to new environment – 12%  Health/Medical – 10%  Identity Development – 10%

(This does not represent an exhaustive list, only those concerns with a 10% or more endorsement rate)
CAPS at FGCU is structured based on the 4 pillars of college counseling. This includes the 4 main areas you see above, Clinical Service, Training and Supervision, Outreach and Prevention, and Consultation and Collaboration. Each of the areas will be described below and a section of this report will present a brief year in review for CAPS.

<table>
<thead>
<tr>
<th>Clinical Service</th>
<th>Training and Supervision</th>
<th>Outreach and Prevention</th>
<th>Consultation and Collaboration</th>
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<tbody>
<tr>
<td>Clinical Service at CAPS encompasses group and individual therapy, psychiatry, dietary counseling, case management, testing and assessment and crisis intervention. Each student who wishes to become a client at CAPS participates in an initial contact appointment so a counselor can assess the student’s needs and make treatment recommendations as appropriate.</td>
<td>CAPS maintains an APA accredited doctoral internship as well as a long-standing master’s level training program. We host 3 Doctoral Interns and as many as 5 Master’s Level Trainees each year.</td>
<td>Outreach is an integral aspect of our operation. While outreach in college counseling historically focused on informing students of the existence of counseling services and soliciting clientele, due to the high demand for our services, we have shifted our focus to reaching marginalized groups and taking psychoeducation and skills training outside of the counseling center walls.</td>
<td>CAPS is available to consult with faculty, staff, and students on any issue/questions related to mental health. We actively maintain liaison relationships with 17 different departments across campus and frequently collaborate with other departments that are part of the Division of Student Success and Enrollment Management.</td>
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</tbody>
</table>
This year, CAPS was on track to surpass last year's number of appointments and client's served, which were both higher than they've ever been. When students returned to their homes during the coronavirus pandemic, we saw a drop in requests for services, like many counseling centers across the country. Despite the drop, we served more clients and attended more appointments than any year prior to the 2018-2019 fiscal year.

We conduct a student satisfaction survey each year and, while we are proud of the positive results, we will continue to look for ways to reach more students and improve our services and interactions with clients, students, and any other individuals and offices with which we come into contact. As opposed to previous years when the survey was given to clients while they were in the office, now the survey is sent to any student who attended one or more appointments during the preceding 6-week period. This method increases the response rate and also access to students who may not have returned for follow-up appointments. Thus, we are able to collect a more representative sample of student perspectives and experiences.

Almost 80% of CAPS clients attended 10 or fewer appointments during the year

<table>
<thead>
<tr>
<th>Student Satisfaction Survey Results*</th>
<th>2018-2019</th>
<th>2019-2020</th>
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</thead>
<tbody>
<tr>
<td>I felt comfortable at CAPS and would return.</td>
<td>89%</td>
<td>90%</td>
</tr>
<tr>
<td>I would recommend CAPS to others.</td>
<td>89%</td>
<td>90%</td>
</tr>
<tr>
<td>My clinician really understood me.</td>
<td>88%</td>
<td>89%</td>
</tr>
<tr>
<td>Improved my understanding of self and others.</td>
<td>75%</td>
<td>77%</td>
</tr>
<tr>
<td>Positive effect on overall campus experience.</td>
<td>76%</td>
<td>77%</td>
</tr>
<tr>
<td>Better able to manage difficulties.</td>
<td>72%</td>
<td>78%</td>
</tr>
<tr>
<td>Wait time was reasonable.</td>
<td>76%</td>
<td>85%</td>
</tr>
<tr>
<td>Better able to focus on academics.</td>
<td>62%</td>
<td>61%</td>
</tr>
<tr>
<td>Made it possible for me to continue as a student.</td>
<td>56%</td>
<td>61%</td>
</tr>
</tbody>
</table>

* Comparisons with other previous years are not provided because we changed survey collection procedures in 2018, which greatly increased both the range clients who completed the survey and the return rate.
CAPS began expanding group therapy options in 2010 and during the 2019-2020 academic year offered 18 different group opportunities during the Fall and Spring semesters. Most groups do not run during the summer semesters due to lower enrollment and poor/sporadic attendance.

Group therapy is often considered the most effective and efficient mode of treatment for some clients and some mental health issues. We have worked hard to increase the number of students who have access to our groups. Since 2014, we have increased the number of students who have participated in groups at CAPS from 240 to near 500. This means more clients who are able to access treatment for their specific concerns while having the opportunity to learn from each other and connect on a deeper level with their peers. Offering skills groups aimed at helping students navigate the three most common presenting concerns has increased group participation even further during the ’19-’20 FY.

![Group Therapy](CAPS Annual Report 2019-2020)

2019-2020 Group Offerings

- Art Group
- Bold Eagles, Men of Character
- Come As You Are (Addiction group)
- Creative Self-Exploration
- Dialectical Behavior Therapy skills
- Emotional Wellness
- Grief Group
- Mindfulness Meditation
- Nourish: Body and Self
- Rainbow Eagles (LGBT+ support)
- Relationship Group
- Pop Up Workshops
- Stepping Stones
- The Ripple Effect (ACOA)
- Trauma Recovery and Empowerment Experience (TREE)
- Understanding Self and Others (USO)
- Women2Women
- Women Who Run With Wolves

“They won’t solve your problems, but they will help you learn the tools you need to solve your own problems”

~ CAPS Group participant
At FGCU, we are fortunate to have a full-time psychiatrist housed within CAPS to provide psychiatric support to students who might need medication. CAPS’ psychiatrist takes a collaborative approach to working with students. In addition to working collaboratively with his clients to identify goals, medication preferences, etc., he actively consults with the individual therapists working with his clients and, when appropriate, with parents or supportive family members. This year, CAPS Psychiatry served over 400 and attended over 1100 appointments.

12% of CAPS clients report that they have been prescribed medication for a mental health issue prior to coming to college.

CAPS’ psychiatrist is actively involved in developing and implementing CAPS innovative approach to working with students with concerns about attention/concentration. The Firstline Optimal Cognitive Utility Strategies (F.O.C.U.S.) program works to teach students strategies that might improve attention and concentration before moving to stimulant medication.

Dietary Services
CAPS is also fortunate to offer a part-time Licensed Dietitian. Our dietitian works with students to provide general nutritional guidance, encourage the development of healthy eating patterns, assess for eating disorders, and provide support for therapists working with clients who exhibit patterns of disordered eating.

This year, we were fortunate to have our dietitian on-site an additional 4 hours per week, which allowed the number of students able to obtain dietary support to increase significantly.

Testing Services
CAPS offers psychoeducational testing services for students who might need to determine if they meet criteria for a learning disorder or ADHD. CAPS produces in-depth and thorough testing reports for every student tested. Students who meet criteria for a learning disorder or ADHD are eligible for academic accommodations, set up through the Office of Adaptive Services.

CAPS has maintained a steady number of tests administered over the past 5 years, with the exception of 2017-2018, when we were able to test additional students would have otherwise not been able to afford testing due to one-time state monies with which we were able to offer testing scholarships.
Outreach and Prevention efforts have long been an important part of CAPS mission. During the 2019-2020 year, CAPS participated in **225** outreach events, which included almost **8500** people. These events included tabling events to share information, resources, or activities with students, faculty, and staff, presentations on specific mental-health related topics, presence at events that were anticipated to potentially lead to distress for some individuals, and large, campus- or community-wide events hosted or sponsored by CAPS.

CAPS hosts two large campus or community-wide events each year. The **Fresh Check Day** is a fun and engaging event with tables and activities that focus on raising awareness about various aspects of mental health. CAPS partners with many FGCU departments in bringing Fresh Check Day to our students. This year, Fresh Check day engaged about 400 students on campus.

The **Out of the Darkness** walk is an event that focuses on suicide prevention and brings groups of walkers from both campus and the SWFL community. This event features a 5K walk/run, a speaker, healthy snacks and musical entertainment. CAPS partners with the American Foundation for Suicide Prevention to host this event.

Unfortunately, the walk was forced to move to a virtual format this year as it was scheduled for April. Last year, the Out of Darkness Walk included almost 1500 participants and moving to a virtual event in less than a month’s time meant we could not track the total number of people reached or participating. Despite the challenges, the Walk raised $4551 for the American Foundation for Suicide Prevention. We hope to bring the Out of Darkness walk back to the SWFL community in 2021.
This year’s trainees attended 2750 appointments, serving almost 600 unique clients. They also gave 16 presentations to students or other campus partners.

The CAPS training program is another important pillar in our counseling center. The training program consists of 4 levels. We accept Master’s students from FGCU’s Clinical Mental Health Counseling program as our Master’s Level Trainees (MLT’s). They typically work at CAPS 2-3 days a week to provide individual and group sessions as well as outreach to the campus community. We typically have at least 3 MLT’s at any one time.

The next level trainee is our Doctoral Practicum students. They come from doctoral programs located in Tampa or Fort Lauderdale (Florida School of Professional Psychology or NOVA) and drive to FGCU CAPS 2 days a week to acquire clinical experience and to provide individual and group therapy, outreach to the campus community, and often consultation to faculty and parents. We have been fortunate for the last 3 years to have at least one doc prac student each year.

Our Doctoral Psychology Interns are students that come from APA accredited psychology doctoral programs across the country. Our Doctoral Internship is also APA approved and follows strict guidelines and principles of operation. These students go through a match process where they interview and rank internships and internships interview and rank the students. We have 3 of these spots annually and the match process happens in November-February of the previous academic year for the fall interns. They provide all of the same services that our licensed psychologists provide under intensive supervision and frequent evaluation.

The last tier of our training program is our post-doc position. This is a student that has graduated with their doctoral degree and has another 2000 hours of clinical practice to accumulate in order to be licensed in Florida. We have been lucky to retain one of our doc interns for this position since we added it 2 years ago. This position will not be filled next year due to budget cuts.

CAPS trainees are integral to our department each year. They bring a positive energy, the latest educational concepts, and a high level of engagement to staff and students at FGCU.
CAPS Annual Report 2019-2020

Consultation and Collaboration

CAPS maintains liaison relationships with numerous departments across campus. We also work hard to establish and maintain relationships with community partners. During the 2019-2020 year, CAPS established or maintained relationships with numerous campus partners, including:

<table>
<thead>
<tr>
<th>Advising (Centralized and Exploratory)</th>
<th>Career Development Services</th>
<th>Prevention and Wellness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptive Services</td>
<td>Center for Academic Achievement</td>
<td>Student Conduct</td>
</tr>
<tr>
<td>Athletics</td>
<td>Faculty Senate</td>
<td>Student Health Services</td>
</tr>
<tr>
<td>Behavioral Consultation and Assessment</td>
<td>Housing and Residence Life</td>
<td>Student Support Services (TRIO)</td>
</tr>
<tr>
<td>Campus Recreation</td>
<td>International Services</td>
<td>University Police Department</td>
</tr>
<tr>
<td>Dean of Students/Student Care Services</td>
<td>Multicultural Leadership and Development</td>
<td>United Campus Ministries</td>
</tr>
</tbody>
</table>

In addition, CAPS consults with campus and community partners, students, parents, faculty, and staff about various questions and concerns related to mental health. Consultations typically center around concerns about a student’s mental health and how to best support the student.

Consultation Appointments 2019-2020

- Consult - student (non-clinical): 31
- Consult parent: 12
- Consult - faculty/staff: 258
- Consult - community/advocacy/third party: 61
CAPS maintains a dynamic staff that represent a number of different mental health disciplines, levels of experience, and areas of specialty.

**Client Services Staff**
- Neenah Fornos
- Maria Koenig
- Holly Mathews
- Carolyn Pelotte

**Licensed Mental Health Counselors**
- Brian Bakalar (Case Manager)
- Ivette Gomez
- Jody Magras
- Jessica Matthews
- Alex McAllister
- Wendy Powell
- Julie Rego
- Rebecca Sherry

**Psychiatrist**
- Joshua Hersh

**Psychologists**
- Jon Brunner
- Katherine Cascio
- Dennis Christoffersen
- Jeannette Corredor
- Michael Ghali
- Adam McCabe
- Catherine Tallant (pre-license)
- Rebecca Wiemerslage
- Laura Wright

**Specialty Positions**
- Julie Cole – Dietitian
- Beth Martin – Testing Specialist

**Trainees**
- Laura Bonnemort – Doctoral Intern
- Melanie Fisher – MLT
- Bianca Fontanez – MLT
- Melissa Ghirimoldi – Registered Intern
- Jai’Maya Greer – Outreach intern
- Kara Hoff – Doctoral Practicum Student
- Jacquelyn Hrzich – Doctoral Intern
- Brittany Rivero – Doctoral Intern
- Adam Shemony – Post-doc Resident
- Cassandra Sirmans – MLT