

**university
counselling
service: student
counselling
report**

**report
2006-07**

Contents

Director's Report	2
Comments on Student Counselling Statistics	5
Student Counselling Case Study	7
Research at the University Counselling Service	9
Public Lectures and Workshops	12
Counselling Service Website	13
Appendix 1	Data from Student Client Feedback Questionnaire
Appendix 2	Comments from Student Feedback Questionnaire
Appendix 3	Student Counselling Statistics 2004-2007

Staff of the University Counselling Service

2006-07

Director of Counselling	:	Dr Judy Moore
Student Counsellor	:	Richard Baughan
Educational Counsellor	:	Ruth Roberts
Staff Counsellor	:	Eamonn O'Mahony
Sessional Counsellors	:	Jean Ashby Catherine Atkinson Michael Corey Miriam Crasnow Ian Draper Campbell Purton Antonia Riviere Sally Russell Tony Weston
Service Co-ordinator	:	Jane Ramsbottom
Secretary/Receptionists	:	Rosemary Bradbrook Sue Hitchcock
Temporary Receptionist	:	Catherine Atkinson

Director's Report

Introduction

This year we have decided to split the Staff Counselling Report from the main Student Counselling Report. Although both reports major in the theme of evaluation over the period 2006-07, a sudden sharp rise in the number of staff clients over the past two years indicates that staff have been dealing with particular issues that warrant separate and more detailed consideration. A discussion of staff client statistics, findings from staff evaluation forms and a staff case study are to be found in Eamonn O'Mahony's separate report.

In terms of student user evaluation of the Counselling Service we include additional material this year. As well as our annual gathering of statistical data for Service usage, we routinely gather feedback from our clients from questionnaires handed out at the end of their counselling and this year, for the first time, we include data from the student questionnaires as part of this Annual Report.

Ruth Roberts, our Educational Counsellor, has prepared both staff and student statistics and has summarized the findings from the student statistics (Appendix 3).

Staff Changes

Following a long spell with us as a temporary secretary/ receptionist, we were pleased to be able to appoint Sue Hitchcock on a permanent .5 basis in January 2007. Sue has a long background in counselling service reception work, having previously worked at the Norwich Centre for Counselling and Relate and has now become an integral part of our admin team. We were also delighted to be joined by Richard Baughan as student counsellor .6 in March 2007. Richard has many years' experience in student counselling, most recently at SOAS, and it is good to have someone with his level of experience as part of our small team of core counsellors. After many years of working and living in London, Richard has now returned to his Norfolk roots. Richard has kindly provided a case study for this report, which highlights some of the issues involved in working with cultural diversity in a student counselling context. This appears on p. 7.

Matrix and Research into Student Client Outcomes

We were pleased, together with Student Services colleagues in the Dean of Students' Office and the Careers Service, to be awarded the Matrix standard in February 2007. Matrix is a national quality standard for any organisation that delivers information, advice and/or guidance on learning. As part of the process leading up to the Matrix assessment we reviewed all our procedures and documentation and gave considerable thought to how we might more fully evaluate the service we are offering to our clients.

To this end, we participated during 2006-07 in a research project initiated by Tony Weston, a PhD student in the Centre for Counselling Studies. The aim of Tony's broader study is to consider outcomes for person-centred counselling using standard quantitative measures such as CORE-OM (Clinical Outcomes in Routine Evaluation-Outcome Measure), the Beck Depression Inventory, the Beck Anxiety Inventory and an additional measure based on the Barrett-Lennard Relationship Inventory to measure

which counsellor qualities were particularly helpful to clients. Some of the findings are outlined by Tony in a brief report on p. 9. We plan to put further details of the research on the website in due course. The general findings were very encouraging in terms of the person-centred model of counselling in which we specialize at UEA and we hope to follow up this study, hopefully with larger numbers of clients, over the next academic year. There is no doubt that the counselling we are offering works very well, particularly in terms of the quality of relationship and level of understanding that clients receive. Students at UEA are also free to opt for CBT (Cognitive Behavioural therapy) that is on offer at the University Medical Centre. Sometimes students move from one counselling modality to the other, but, in the light of the recent publicity surrounding CBT, it felt a good time to review what we are offering here at UEA. Recent research¹ emphasizes that non-specific factors (quality of relationship, expectancy and placebo effects and extra-therapeutic events) account for 85% of effect in counselling/ psychotherapy and techniques only 15%. Part of the popularity of CBT can be explained by the fact that it is currently the most researched psychological therapy and it is therefore vital that other counselling modalities are equally well researched. We plan in future years to play a significant part in this research.

Some Reflections on the Student Feedback Forms

In this section I include some reflections on data gathered from the student feedback forms for the period of this Annual Report (1 July 2006- 31 June 2007). The quantitative data from the forms is detailed in Appendix 1 and the main points from the written feedback are set out in Appendix 2. 93 questionnaires were completed for this period from a total of 582 student clients.

One striking point to emerge in both the quantitative and the qualitative data is a high degree of satisfaction expressed for the way in which students felt they were responded to by the Service as a whole. 60 of the 93 respondents felt that the way in which they were dealt with on their initial contact with the Service was 'excellent'. This is also reflected in the comments, e.g. 'all staff were friendly and helpful'; 'Everything was the way it should have been: perfect environment'; 'This is a really excellent service- I was a little cynical at first but it was completely beneficial'. None of the comments on the questionnaire regarding what 'could have been different' had anything negative to say about the Service admin and it is very clear that how clients are dealt with on their first contact with the Service is a significant first step towards a successful counselling outcome. The 'relationship' that forms a significant element of counselling success begins even before client and counsellor meet within an institutional context such as ours, and this reinforces the point that we are offering a counselling *service* to clients at UEA, not just counselling provision.

Many reasons led to student clients seeking counselling, but, from the responses about what was helpful in terms of the counselling relationship, it is clear that a key factor is that individuals are able to step back from their ordinary life to reflect on whatever is going on for them in the presence of someone who is both non-judgemental and capable of deep listening: 'Having someone listen when no one else would was extremely helpful, just to understand and help me know I wasn't alone'; '[Counselling] has provided me with a means of briefly being able to step back and evaluate past events to better

¹ Asay, T. P. and Lambert, M. J. (1999) The Empirical Case for the Common Factors in Therapy: Quantitative Findings. In M. Hubble, B. L. Duncan and S. D. Miller (Eds) The Heart and Soul of Change: What Works in Therapy. Washington DC: American Psychological Association.

decide how to proceed'. The confidentiality of the Service and the fact that it is both separate from the Schools of Study, yet integrated into a broader university network of support, is of vital importance to students.

One of the points for further learning is that on one or two occasions students did not feel adequately 'signposted' to other parts of the university and it is clear that we need to work harder to make sure that all of our counsellors, including the counsellors-in-training who are with us for only one academic year, need to have a very clear idea of the possible referral routes within the university. This will be addressed through appropriate briefings early on in the academic year.

Because of the presence of twenty counsellors-in-training in the Service last year there was no significant wait for ongoing counselling, except for those clients who have very restricted availability and this, too, is reflected both in the feedback (only 4 out of the 93 student clients found the wait 'unacceptable') and in the shorter average waiting time (20.5 days) recorded in this year's Student Counselling Statistics.

Of particular interest in terms of student retention is the fact that 26 students reported that counselling helped them to 'stay at UEA' and 31 reported that it helped them 'complete their studies'. The most striking aspect of this section of the feedback, however, is that 88 of the 93 respondents said that counselling 'helped life as a whole'. It is often the case that the life crisis that has brought a student client to counselling is likely to turn out to be an opportunity for them to improve the quality of the rest of their lives. The process of counselling enables clients to listen to themselves better, a life skill that does not end with the counselling relationship nor with their university career.

Conclusion

Matrix provided us with an opportunity over the academic year 2006-07 to consider what we were doing as a Service from a number of different angles and we have sought to make improvements where necessary. The process of self-reflection and self-evaluation is ongoing and it is our intention to continue to research our practice and evaluate our procedures in the coming years. I should like to thank all my colleagues for their hard work and support over the past year. It has felt a very good year in terms of our work with clients and I am confident that we are offering a sound and professional service to all who make contact with us.

Judy Moore

Student Counselling Statistics (see Appendix 3)

Demand for counselling has remained consistently high with 582 clients registered in 2006-07 compared with 589 in 2005/6 and 587 in 2004/5. At 3.9%, this is a slightly lower percentage of the total student population compared with the previous two years.

The total number of sessions completed increased from 3304 in 2005/6 to 3740 in 2006/7, possibly reflecting an increase in the number of trainee counsellors on placement at the Service. There was a large increase of 483 (compared with 2005/6) in the number of full counselling sessions offered with a slight decrease in the number of exploratory sessions offered. Again, this reflects an increase in the proportion of trainees to experienced counsellors as exploratory sessions can only be carried out by experienced counsellors.

Percentages for the proportion of clients according to year have also remained consistent with a proportion of around 75:25 for undergraduates to postgraduates. This is roughly consistent with the proportion of undergraduates to postgraduates in the general student population. However, the perception among counsellors is that postgraduate research students are heavy users of the service (in particular for Educational Counselling) and efforts have been made this year (2007/8) to offer alternative group sessions to research postgraduate students.

There was an increase in students registered as "Other" possibly indicating the increasing numbers of students on foundation and other non-degree courses.

As in previous years, female students have consistently accessed the Counselling Service more than male students (at a rate of over 2:1). This tendency is generally consistent with the higher usage rates by schools with higher female to male populations (Humanities and Social Sciences). However, one exception to this is NAM, with only a small percentage of NAM students (0.8%) accessing the Service in 2006/7. As noted in last year's annual report, NAM students are located away from campus and are often unable to access the Counselling Service due to placement commitments. Research is being undertaken this year to look at alternative ways in which students can access the service away from campus using electronic or telephone counselling methods.

Trends in usage rates according to age are again consistent with previous years, with the highest access among 25-29 year olds. The next largest group of users are the 21 year olds, possibly reflecting the increased pressures experienced by final year undergraduates.

A notable improvement occurred with waiting times for 2006/7 with the average wait between exploratory and ongoing counselling decreasing from 34.8 days in 2005/6 to 20.5 days in 2006/7. 21.6% of clients were allocated ongoing counselling within seven days, compared with 7.1% allocated within 7 days in the previous year. This again reflects the increased availability of counsellors due to the increased number of trainee counsellors on placement. A quarter (24.9%) of clients do not have a waiting time recorded: these are clients who do not progress beyond exploratory appointment or who continue with counselling from the previous year. In addition, clients having exploratory appointments in mid to late June 2006 appear on the 2007-08 statistics for sessions.

Excluding exploratory appointments, the average number of sessions completed remained consistent with previous years. The Counselling Service continues to offer a

time-sensitive approach to sessions with flexibility for the most severe or needy clients. There was a slight increase in 06-07 in the number of clients requiring more than 6 sessions. However, over half of all clients (53.8%) completed counselling within 6 sessions. As in previous years, a percentage (91 clients, 15.6%) of all registered clients did not progress to ongoing counselling in 2006-07. There are several reasons why clients might not take up ongoing counselling (e.g. suitability, waiting times, client availability, sessions in next academic year) and research into the reasons for this wastage is being undertaken in 2007/8.

Unfortunately, there was an increase in the number of DNAs for 2006/7 from 247 in the previous year to 335. However, this is offset by the increase in the total number of sessions offered, which increased from 3845 in 2005/6 to 4389 in 2006/7.

Usage rates for peak times remained roughly consistent with previous years, although demand in 2006/7 peaked during May compared with February in 2005/6 and March in 2004/5.

Referral rates also remained consistent with a slight increase on previous years in referrals from the Dean of Students Office. This possibly reflects an improvement in communication and co-working between the Counselling Service and other areas of Student Services as well as an increase in multiple service usage by clients.

Issues around “relationships” and “self and identity” are again prominent as themes during ongoing counselling. As noted last year, the discrepancy between exploratory and ongoing themes possibly reflects the nature of a counselling process that encourages self-exploration and growth through the exploration of initial presenting problems. Anecdotally, counsellors have noted an increase in the number of clients with eating disorders or problems with eating in addition to the primary presenting issues.

It is important to interpret what may seem as significant shifts in concerns with caution, for example an apparent increase in levels of anxiety and a decline in concern with relationships. The categories of concern recorded are those required of us by AUCC and they are subject to counsellor variation in emphasis.

Ruth Roberts

Counselling Case Study: John – Working with Diversity

(This case study is illustrative of the work undertaken, but not based on any one client)

John is a mature postgraduate student. He is single, of mixed race, and has come to university and postgraduate study through non-traditional routes.

He had lost some of his work through a computer malfunction, resulting in him having to redo some of his MA dissertation. His school were happy to grant him additional time to complete but he had lost all motivation, was feeling very lost and depressed, and was thinking of giving up his studies.

John's School of Study had suggested that he come for counselling. He did not see how it could help but was willing to give it a go. He had always seen himself as independent and able to work things out for himself and in the early sessions had to get used to talking about himself to an interested other.

As John got used to being listened to and began to feel more secure he reported that he felt as though all he had achieved and gained had been lost. All his hard work to get to university and to be on the verge of completing a good Masters and embarking on a PhD had been for nothing. It would be like starting from scratch again and he was not certain he could do it.

He was also wondering what the point was, as he was studying an area that no one else knew anything about and was very unlikely to lead to any sort of academic position at the end. He was feeling isolated as he felt nobody could really help him with his studies and he did not feel that he fitted in with his fellow students given his age and mixed race background. His main friends were still those he had grown up and gone to school with, but none of them had gone on to Higher Education and, though supportive, he did not feel that they could really understand as they lived in very different worlds.

He also compared himself with his old friends who were now mostly married with children, financially secure and on the property ladder. He, on the other hand, was living in shared, student accommodation, had no money, had not been in a relationship for some time and felt his prospects were poor. He knew that he could not return to a 'dead-end' office job but he was now questioning his decision to enter Higher Education and whether he should, or indeed could, continue.

The aim of the counsellor throughout counselling is to help create a secure relationship where the client can experience being empathically understood and accepted, and, as part of this, to keep in mind at all times the differences between the counsellor and client and the effect these might have on the counselling process.

In this case there were, *inter alia*, differences between us in terms of race, class, age and position within the university. It was important to remember that, because of these differences, we had very dissimilar experiences of inequality, discrimination and oppression. We were likely, therefore, to see ourselves and the world very differently, and moreover, because of the inequalities and power structures in society, to actually live in very different worlds.

Given that complex power dynamics might be at work, how long might it take to establish trust? How might this client experience working with someone from a more powerful group, and to what extent would I be able to empathically understand and accept the experience of this client from a less powerful group?

Though I was aware of these ideas throughout, John and I did not actually discuss directly what might be going on between us. I believe, that in this case, my attempts to communicate my understanding of his world, my acceptance of his experience of living in this society and my labelling of some of his experiences as discrimination and racism were sufficient for John to feel that I had a good enough understanding of his world for him to feel able to work with me.

Thus we were able to create an increasingly secure working relationship and, as trust developed, John began to talk about some of his painful personal history and its effects. He never knew his father and he had very little contact with his mother. John had a strong sense of needing to be self-sufficient: he felt that there was no one to whom he really mattered and that no one was interested in his achievements.

He also used his sessions to begin to explore a number of themes

- the many losses he has had to come to terms with in his life, for example his father, mother and his working class life
- the discrimination he has experienced and continues to experience in his life and its effects
- his passion for study
- his belief that he has to do everything himself, that he could not rely on others and has to be independent

Later, as the sessions progressed, and John began to take in the experience of someone taking an interest in him and his world, the secure environment provided by the counselling sessions also enabled him to

- begin to trust others
- contact deeper thoughts and feelings
- mourn
- connect with a sense of worth
- realise that there were people who valued him and were interested in his well-being
- realise that, though the physical expression of his progression had been lost, he did not have to start from scratch
- reach out to those within the university and his field who could help him and were interested in his work
- restart work on his dissertation and start planning for his PhD

At the end of his sessions, which was just prior to his revised deadline, he asked if he could come back for an additional session when he had completed his dissertation to think about what he had learned and explore further how he wanted to live his life. It was important to agree to this request, and in this session he talked, amongst other things, about the possibility of re-entering counselling at some future date. He also talked about starting a new relationship with a woman who had been helping him find employment to help fund his PhD. It seemed that the counselling sessions had helped to allow John to reach out to others and, in part, change his view of needing to be totally self-sufficient.

Richard Baughan

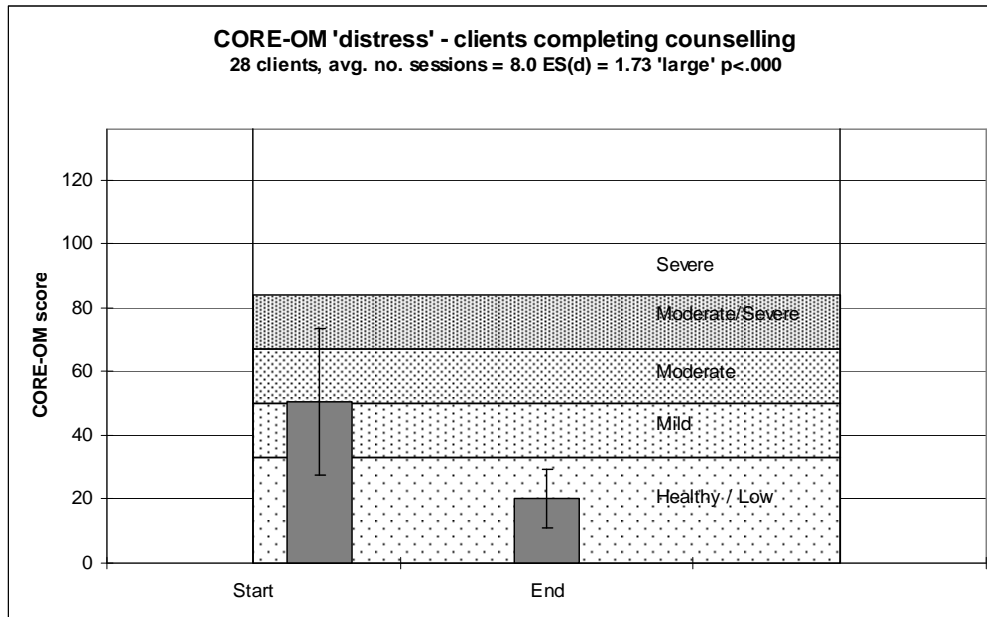
Research at the University Counselling Service

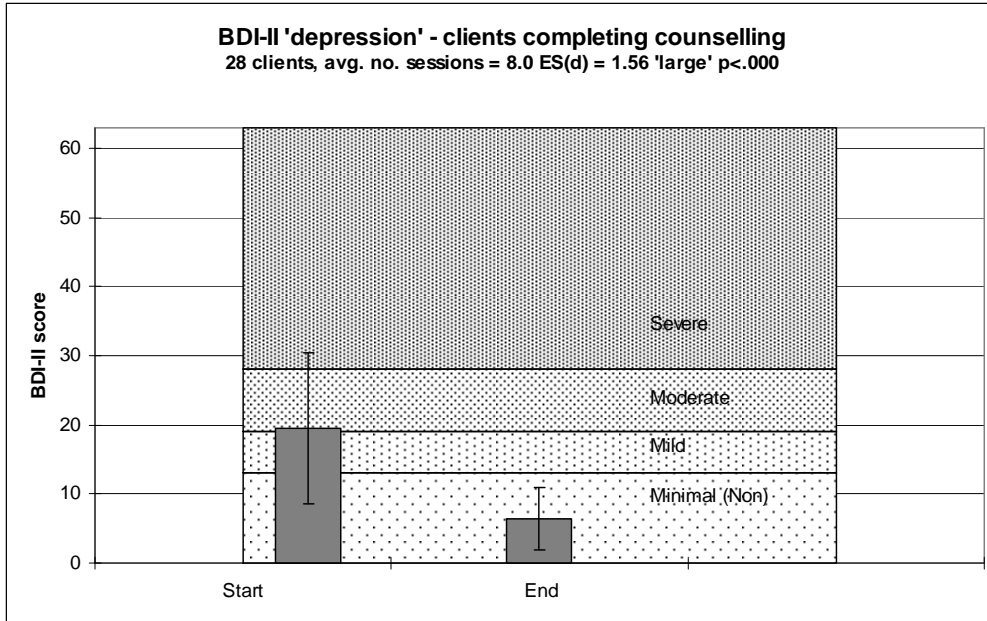
As part of my PhD at the Centre for Counselling Studies in EDU, I undertook some quantitative research at the University Counselling Service from March 2006 to January 2007. Student clients were invited to take part in the research at their exploratory session by experienced counsellors. The purpose of the research is to look at factors leading to success in counselling. Not all clients completed every stage of the research, for a variety of reasons, including clients leaving University before counselling would ideally finish, e.g. exchange students, end of course, etc. Some findings of interest that relate to the 28 clients who completed the research are given below.

Student clients' level of distress and risk was measured by CORE-OM (Clinical Outcomes in Routine Evaluation- Outcome Measure); their levels of depression were measured by BDI- II (the Beck Depression Inventory); their levels of anxiety by BAI (the Beck Anxiety Inventory). A variant of the Barrett-Lennard Relationship Inventory was used to indicate some qualities of the counselling relationship as perceived by the client.

The overall impact of counselling

Following are some graphs to illustrate the large improvements made by student clients completing counselling (average 8 sessions), for students with distress and depression:

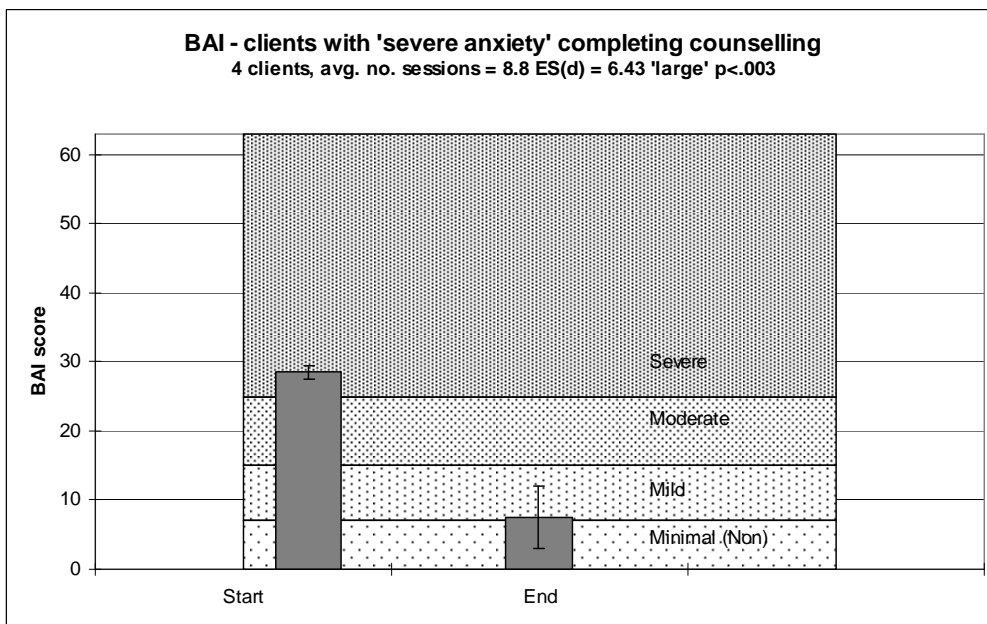




Student clients who completed counselling made, on average, large improvements in terms of a reduction of their distress, depression and anxiety, including clients with 'severe' problems. Further improvements seen included large improvements for clients who presented with problems of panic, symptoms of trauma, general functioning problems, problems in close relationships, problems in social relationships and risks to self or others.

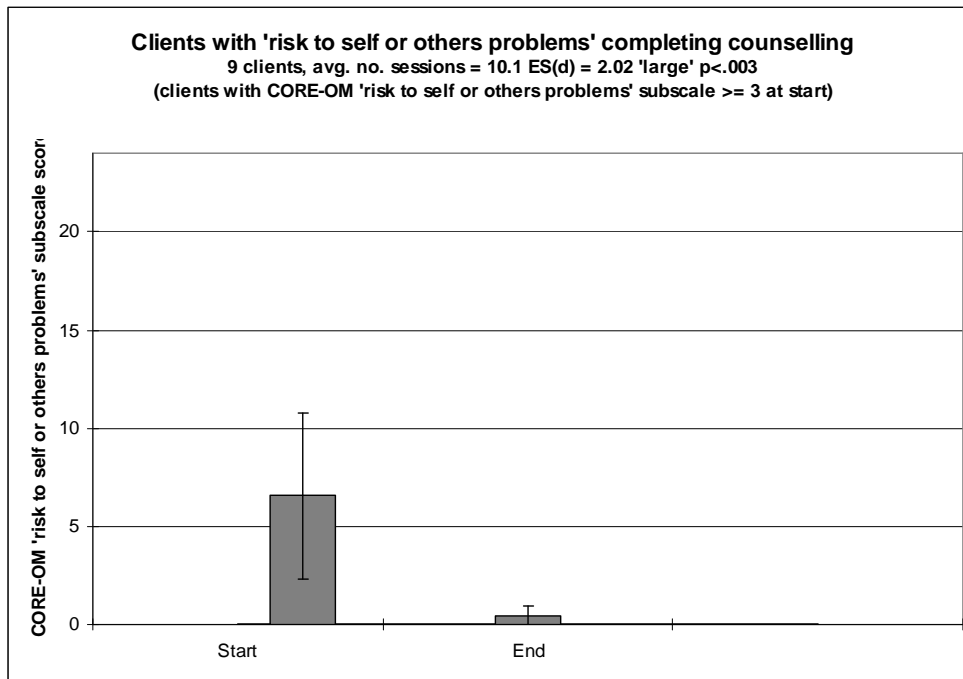
Clients with severe problems

Four clients who completed the research presented with 'severe anxiety' and made significant improvement during their period of counselling.



Clients who present risks to themselves or others

Whilst clients present a range of risks to themselves or others, the following graph is for the nine clients with the highest risk scores completing counselling.



Therapeutic relationships

Student clients included in the research project were seen by both trainees and experienced counsellors. Comparing the relationship clients say they have with their therapist with those they have with friends or family it is clear that constructive change in counselling is partly to do with the therapeutic relationship. This is predicted by counselling theory and research literature. Student clients completing counselling rated their therapist highly in terms of congruent empathy and unconditional positive regard (signs of a 'good' therapeutic relationship).

More information

There are several places to obtain further information about this research. Once my PhD has been passed a copy will be placed in EDU. A paper about this research has been accepted for the British Association for Counselling and Psychotherapy (BACP) Research Conference in May 2008 and in due course a journal article is planned. Further graphs will be available on the Counselling Service website and more information can be obtained from the author via the Counselling Service.

Tony Weston

Associates – Public Lectures

ASSOCIATES OF THE UNIVERSITY COUNSELLING SERVICE

Public Lectures and Workshops Offered

The Gift of my Life
Workshop Saturday 17th/ Sunday 18th March 2007
Facilitator: Robina Scott

An overview of Process-Experiential/Emotion-Focused Therapy
Lecture Friday 4th May 2007
Robert Elliot – University of Strathclyde

Process-Experiential/Emotion-Focused Therapy
Workshop Saturday 5th May 2007
Robert Elliot – University of Strathclyde

Counselling Service Website

www.uea.ac.uk/dos/couns

The University Counselling Service website provides the UEA community with information about the Counselling Service, together with links to other websites providing helpful information that may be of interest to clients, non-clients and counselling professionals. The current sections are:

- About us
- Enquiries and Appointments (including opening times)
- Helpful Resources
- Workshops/Lectures
- Training and Professional Issues

The Helpful Resources section includes a link to the 'Student Counselling in UK Universities' (<http://www.student.counselling.co.uk/index.htm>), a site set up by various heads of university counselling services to provide information and advice for students, families, parents and friends.

Any comments on the Service website can be sent to: **csr@uea.ac.uk**

Data from Student Client Feedback Questionnaire

Responses from 93 completed questionnaires:

1) How did you learn about the Counselling Service?

- 23 said they found out about us through the website
- 9 found out about us through the leaflet
- 44 by word of mouth
- 22 responded 'other'

2) How did you make your first appointment?

- 46 in person
- 25 over phone
- 25 by e-mail

(3 people answered phone and e-mail)

3) How would you rate the way you were dealt with when you first contacted the Counselling Service?

- 60 answered Excellent
- 26 answered Very good
- 6 answered Good
- 1 answered Not Good (The comment explained this was not due to initial contact but to an expectation at the first appointment and wanting to get on with therapy)
- None answered Poor

4) How did you experience the wait between your initial appointment and your first regular appointment?

- 53 felt it was highly acceptable. (Out of these 33 clients circled 10, 7 circled 9, and 13 circled 8.)
- 36 felt it was acceptable. (Out of these, 10 clients circled 7, 10 clients circled 6, 7 clients circled 5 and 8 clients circled 4.)
- 4 felt it was unacceptable. (Out of these 2 clients circled 2 and 2 clients circled 3.)

5) Do you think counselling helped you 'Stay at UEA' / 'Improve your work' / 'Complete your studies' / 'In your life as a whole'?

- 26 said it helped them stay at UEA
- 24 said it improved their work
- 31 said it helped them complete their studies
- 88 said it helped life as a whole

(Multiple answers were given to these questions.)

6) Why did your counselling come to an end?

- 18 said they decided to end it
- 17 left UEA
- 33 said it was mutually agreed
- 9 said sessions had run out

The rest were either multiple answers or reasons such as 'counsellor was leaving' or 'term was ending'.

Appendix 2

COMMENTS FROM STUDENT FEEDBACK QUESTIONNAIRE

(Comments have been altered where necessary to preserve anonymity)

Why did you originally go for counselling?	In what ways do you think counselling helped you?	Comments regarding Service as a whole	Are there things that could have been different?
<p>Depression</p> <p>To understand myself better</p> <p>Feeling unhappy</p> <p>Grief and stress</p> <p>To find out why crying all the time.</p> <p>Writer's block</p> <p>Bereavement</p> <p>Anxiety and panic attacks</p> <p>To confront emotional eating</p> <p>Struggling to deal with life abroad, feeling depressed and overwhelmed.</p> <p>Needing help with problems at home.</p> <p>Overwhelmed by the new challenges of university, lonely and worried about retreating from work and social life.</p> <p>Procrastination and lapses in concentration. I couldn't progress projects or life in general.</p>	<p>Feeling more stable and get better perspective on setbacks and good events</p> <p>Escaped trapped thinking about certain people and events</p> <p>Talking things through on a regular basis with experienced and perceptive people helped me to stay focused and healthy. Invaluable help!</p> <p>It has helped me to feel happier, think positively; it has made me more consistent in dealing with my problems.</p> <p>I have been able to come to terms with the problems of my past. I have been able to come up with strategies and resources to help myself.</p> <p>Helped me realise I had an eating issue and develop a better way of thinking regarding food.</p> <p>Wonderful to have someone I could count on to listen to me. Great advice and support that has gotten me through the most difficult time.</p> <p>I hope counselling can help others as much as it helped me. Wonderful to have someone understand and help you.</p>	<p>Whole Service was very easy to access, the communication straightforward and approachable by telephone or email.</p> <p>Was dealt with by admin staff sensitively with a smile</p> <p>All contact with the office staff has been superbly focused, helpful and encouraging</p> <p>I immediately felt 'safe'</p> <p>Service excellent, empathy superb I can't thank you enough.</p> <p>A really excellent service- I was a little cynical at first but it was wholly beneficial. The University should be proud of it.</p> <p>An excellent service, one which I would thoroughly recommend to anyone requiring counselling.</p>	<p>Twice-weekly appointments would have been good or possibly slightly longer single appointments.</p> <p>Wish my counsellor had pointed me in the direction of the Teaching Office or another body on campus who might have been able to give me some practical help</p> <p>Contract should be at least 8 weeks</p> <p>My counsellor could have suggested where I might go for specific assistance e.g. for confidence building, time management and alcohol problems.</p> <p>More probing on in areas I might not have covered.</p> <p>I would have liked art or play therapy as well as 1:1 talking</p>

For my personal mental health	Allowed me to look at my problems differently and helped me work out how to help myself.	There was no pressure or judgement at all when asking for an initial session.	Students should be more aware of the Service; I did not even know it existed.
To deal with death and loss	I can't thank [counsellor] enough for giving my life and identity back to me.		
Aftermath of accident	It was great to really talk and be heard.	The certainty of not being turned away was hugely helpful.	I would have preferred to fill out a detailed form saying why I wanted counselling rather than have an initial exploratory session.
Anger after an unprovoked attack	It allowed me to put into perspective all aspects of my life and to see how I could manage them. Being able to talk to a stranger was a huge relief.	The Counselling Service has been truly fantastic and really important to me in helping me to cope with and get through the last few weeks at uni.	
Relationship breakdown		I would highly recommend counselling to others.	
Substance abuse			
On antidepressants but wanting to explore reasons for the depression.	I became able to react in ways that weren't habitual and negative. Talking to an impartial person enabled a better understanding of my feelings and find some techniques to help me get through.		
Feeling homesick, depressed and lacking confidence.			
Depression and paranoia	Having a safe space to express my fears honestly without endangering personal relationships.	Everything was the way it should have been: perfect environment.	
Too long to wait for treatment for my severe depression back home.	Helped me resolve physical symptoms of stress including interrupted sleep, trembling and tiredness throughout the day.	Overall an excellent service with top quality counsellors!	
Needing support for my difficulties within the university.		The support was excellent and helped me to tackle certain problems.	
Breakdown of family relationship.	Freedom to discuss anything I wanted		
I felt very ill!	Helped me confront painful things from the past and begin to understand and accept them.		
Stressed about my PhD and wondered if talking about it would help.	Having someone listen when no one else would helped me realise I wasn't alone.	The counselling itself was great and the service was also very flexible so I was able to have Saturday	

<p>Difficulties with academic work meant feeling unable to cope with studies and overwhelming emotions.</p> <p>Low self-esteem, lacking confidence. Painful experience that couldn't let go.</p> <p>Losing sleep over ineffective working.</p> <p>Considering suicide as feeling unable to manage personal problems.</p> <p>Dealing with depressed phase of manic-depressive cycle.</p>	<p>Greater confidence in my judgement of people and am more careful about where and who I get emotionally attached to.</p> <p>Made me accept my thoughts more they were. Helped me 'attune' to my feelings, and become more proactive.</p> <p>It made me think about things differently and accept my own emotions.</p> <p>Enabled me to talk about my problems in private which I could not do with friends or family.</p> <p>Helped me come to terms with a separation. Provided a space where I could step back and evaluate past events to better decide how to proceed.</p> <p>Clarification of feelings. An outlet for talking that does not burden friends.</p> <p>It helped me to cope with the stress I was feeling and give me time to vent my concerns.</p> <p>Clarify my relationship with my children and define myself as separate from them in a new and healthier way.</p> <p>Valued my counsellor's experience, views. She brought the person centred approach to life.</p> <p>I was able to laugh, cry, be however I felt and know that it was safe for me to do so</p> <p>Able to work through past events and talk about things for the first time,</p>	<p>appointments.</p> <p>Great that it is free for students.</p> <p>This is a wonderful service that every student should take advantage of.</p> <p>Very impressed with the whole Service. I was always comfortable when attending. All staff were helpful and friendly.</p>	
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	<p>Working with someone kind, sympathetic and non-judgemental was very helpful.</p> <p>Counselling has helped more than I can say. I can let go of the past and move on. I have regained my self-confidence/ worth and have found my identity again.</p> <p>Because of the confidentiality I could be totally honest and know it would not affect my career/life.</p>		
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Appendix 3

Student Counselling Statistics 2004-2007

	2006-07		2005-06		2004-05	
	No	% of UEA students	No	% of UEA students	No	% of UEA students
Total No of Clients	582	3.9	589	4.2	587	4.3

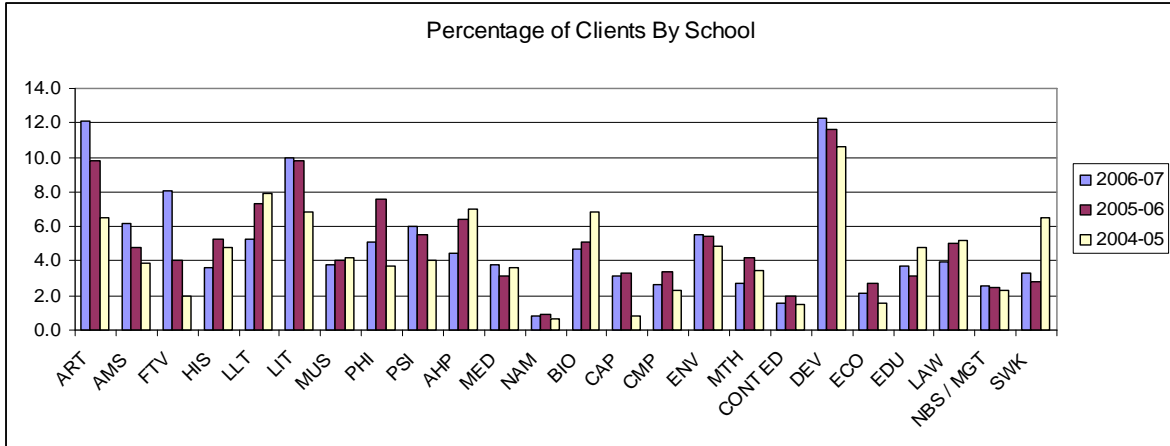
	2006-07		2005-06		2004-05	
	No	% of UEA students	No	% of UEA students	No	% of UEA students
Gender						
Female	401	4.4	405	4.7	417	4.8
Male	181	3.1	184	3.6	170	3.3

	2006-07		2005-06		2004-05	
	No	% of UEA students	No	% of UEA students	No	% of UEA students
Funding						
Home	472	3.7	478	4	480	4
EU	27	4.3	33	5.8	27	5.2
International	82	5.8	78	6.4	80	5.6
Other	1					

	2006-07		2005-06		2004-05	
	No	% clients	No	% clients	No	% clients
Year						
1	136	23.4	145	24.6	143	24.4
2	151	25.9	151	25.6	138	23.5
Years 3/4	139	23.9	135	22.9	118	20.1
UG total	426	3.7% of UEA UG Students	431	3.9% of UEA UG students	399	3.7% of UEA UG students
Visiting	3	0.5	9	1.5	10	1.7
PG	139	23.9	147	25	171	29.1
Other	14	2.4	2	0.3	7	1.2

	2006-07		2005-06		2004-05	
	No	% of UEA students	No	% of UEA students	No	% of UEA students
Ages						
17	0	0.0	1	0	2	0
18	0	0.0	0	0	29	0.2
19	30	0.2	29	0.2	72	0.5
20	78	0.5	69	0.5	92	0.7
21	84	0.6	99	0.7	71	0.5
22	55	0.4	73	0.5	31	0.2
23	48	0.3	49	0.3	21	0.1
24	36	0.2	28	0.2	29	0.2
25-29	99	0.7	94	0.7	106	0.8
30-39	79	0.5	94	0.7	69	0.5
40-49	47	0.3	40	0.3	48	0.3
50-59	17	0.1	11	0.1	15	0.1
60+	7	0.0	2	0	2	0

	2006-07		2005-06		2004-05	
	No	% students in School	No	% students in School	No	% students in School
School/Unit of Study						
HUM						
ART	26	12.1	24	9.8	14	6.5
AMS	22	6.2	21	4.8	16	3.9
FTV	20	8.1	10	4	5	2
HIS	22	3.6	30	5.3	27	4.8
LLT	13	5.3	22	7.3	22	7.9
LIT	71	10.0	69	9.8	43	6.8
MUS	4	3.8	4	4	4	4.2
PHI	11	5.1	17	7.6	8	3.7
PSI	29	6.0	29	5.5	21	4
<i>Total</i>	218	6.8	226	6.7	160	4.9
IOH						
AHP	23	4.5	30	6.4	29	7
MED	32	3.8	21	3.1	20	3.6
NAM	22	0.8	24	0.9	20	0.7
<i>Total</i>	77	1.9	75	2	69	1.8
SCI						
BIO	31	4.7	34	5.1	43	6.8
CAP	22	3.1	19	3.3	17	0.8
CMP	15	2.6	20	3.4	14	2.3
ENV	36	5.5	36	5.4	30	4.9
MTH	6	2.7	10	4.2	8	3.5
<i>Total</i>	110	3.9	119	4.3	112	4.3
SSF						
CONT ED	17	1.5	12	2	9	1.5
DEV	50	12.3	48	11.6	50	10.6
ECO	9	2.2	10	2.7	6	1.6
EDU	26	3.7	21	3.1	32	4.8
LAW	29	3.9	37	5	39	5.2
NBS / MGT	22	2.5	22	2.5	19	2.3
SWK	22	3.3	17	2.8	34	6.5
<i>Total</i>	175	3.6	167	3.6	189	4.5
OTHER	2		2			



	2006-07		2005-06		2004-05	
	No	% sessions	No	% sessions	No	% sessions
Number of Sessions Completed						
Total	3740		3304		3876	
Full sessions	3239	86.6	2756	83.4	3386	87
Exploratories	501	13.4	548	16.6	490	13

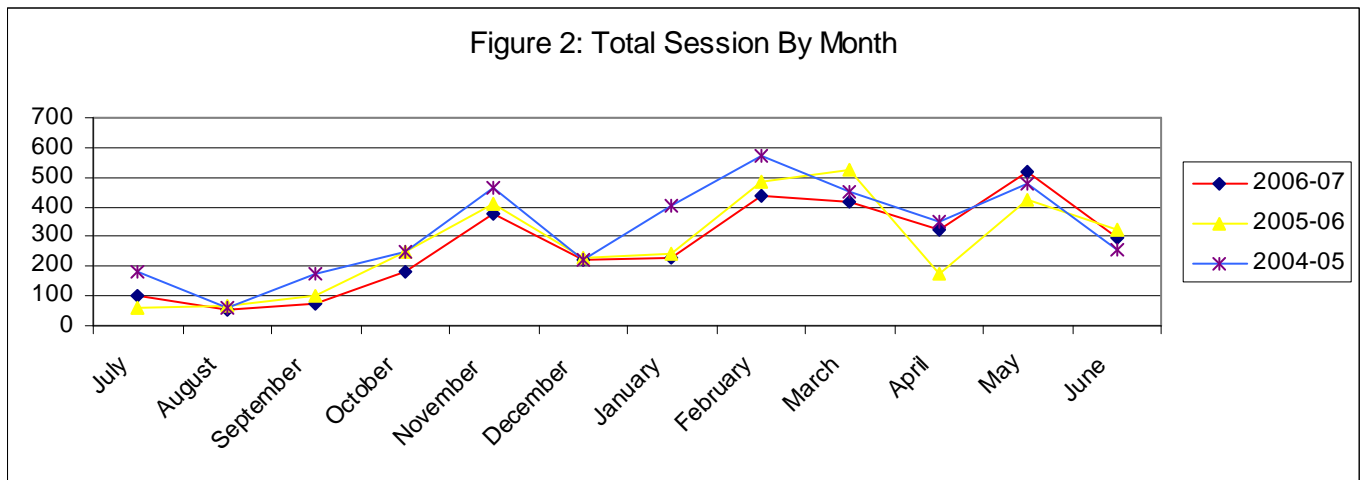
	2006-07		2005-06		2004-05	
	No	% clients	No	% clients	No	% clients
Time between Exploratory and First Session Offered						
Exploratory only or continuing clients no waiting time.	145	24.9				
0-7 days	126	21.6	39	7.1	58	12.3
1-2 weeks	118	20.3	90	16.4	87	18.5
2-3 weeks	62	10.7	59	10.8	52	11.1
3-4 weeks	36	6.2	39	7.1	32	6.8
4-8 weeks	70	12.0	92	16.8	78	16.6
8-12 weeks	17	2.9	36	6.6	18	3.8
12+ weeks	8	1.4	19	3.5	12	2.6
Average Interval	20.5 days		34.8 days		26.9 days	

	2006-07		2005-06		2004-05	
	No	% sessions	No	% sessions	No	% sessions
Vacant/Reassigned Sessions¹						
Cancellations	258	6.6	260	6.8	277	6.2
Did not appear	335	8.6	247	6.4	257	5.7
Did not appear for first session	56	1.4	34	0.9	62	1.4
Total sessions offered	4389		3845		4472	
Vacant/reassigned sessions	649	16.7	541	14.1	596	13.3

¹ Cancelled sessions are offered to other clients where possible.

	2006-07		2005-06		2004-05	
	No	% clients	No	% clients	No	% clients
Number of Full Sessions per Client						
1	85	14.6	58	9.8	54	14
2	62	10.7	58	9.8	46	12
3	52	8.9	66	11.2	23	6
4	36	6.2	40	6.8	41	10.7
5	35	6.0	33	5.6	37	9.6
6	43	7.4	47	8	28	7.3
7 to 12	98	16.8	94	16	88	22.9
13-20	57	9.8	40	6.8	40	10.4
21+	23	4.0	11	1.9	27	7
Average incl. exploratories	6.4		4.7		5.7	
Average excl. exploratories	5.6		5.6		6.6	
*91 clients in 06-07 with no session data (exploratory only, DNF or counselling started 07-08)						

Sessions by Month									
	Full			Exploratory			Totals		
	2006-07	2005-06	2004-05	2006-07	2005-06	2004-05	2006-07	2005-06	2004-05
July	87	46	170	11	14	13	98	60	183
August	45	48	51	9	20	11	54	68	62
September	34	57	123	39	46	51	73	103	174
October	100	175	195	84	77	57	184	252	252
November	297	346	397	77	62	68	374	408	465
December	201	194	195	24	35	28	225	229	223
January	191	175	342	41	67	64	232	242	406
February	372	415	512	66	72	62	438	487	574
March	379	464	409	41	62	44	420	526	453
April	285	156	308	40	19	42	325	175	350
May	473	380	446	47	45	31	520	425	477
June	274	300	238	21	21	19	295	321	257
Total	2738	2756	3386	500	540	490	3238	3296	3876



	2006-07		2005-06		2004-05	
	No	% clients	No	% clients	No	% clients
Referral Routes In						
Self	413	71.0	409	69.4	445	75.8
Advisor/academic staff	45	7.7	46	7.8	43	7.3
DOS office	19	3.3	12	2	3	0.5
Administrators	0	0.0	1	0.2	2	0.3
Chaplaincy	0	0.0	4	0.7	1	0.2
Health Centre/GP	69	11.9	78	13.2	68	11.6
Psychiatrist	1	0.2	0	0	0	0
Union of Students	3	0.5	5	0.8	7	1.2
Careers Centre	0	0.0	0	0	1	0.2
Outside Agencies	5	0.9	6	1	7	1.2
Other	27	4.6	28	4.8	10	1.7

	2006-07	2005-06	2004-05
	% sessions	% sessions	% clients
Major Themes at Exploratory			
Abuse	4.8	3.2	5.7
Academic concerns	12.6	10.2	8.5
Anxiety	19.8	16.1	13.6
Addiction	2	1.4	0.6
Depression/ mood swings	18.8	14.3	18.2
Loss	7.8	10.4	9.1
Other mental health problems	1	0.5	0.2
Physical health	1.2	1.9	2.5
Eating disorders	1.8	1.9	1.3
Relationships	17.6	15.6	17.4
Self and identity	7.6	8.3	13.4
Sexual issues	1	1	0.4
Transitions	1.6	3.1	4.9
Welfare	0.4	0	1.5
Self-harm	1.4	1.9	1.9
Other	1.4	10.4	0.6

	2006-07	2005-06	2004-05
	% sessions	% sessions	% clients
Full Session Themes			
Abuse	3.1	3.2	4.4
Academic concerns	10.7	9.2	9.6
Anxiety	18.4	8.7	6.7
Addiction	1.9	1	0.6
Depression/ mood swings	13.8	9.7	9.4
Loss	7.9	8.5	6.6
Other mental health problems	1.0	0.3	0.3
Physical health	1.4	1.1	1.3
Eating disorders	1.6	0.6	1.7
Relationships	36.4	27.2	19.7
Self and identity	17.9	23.4	33.7
Sexual issues	0.4	0.6	0.4
Transitions	1.0	2.8	3.2
Welfare	0.2	0.1	0.5
Self-harm	1.0	2.3	1.4
Other	0.0	1.4	0.4
