

# Brunel Counselling Service

## Annual Report

### 2013 – 2014

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# Counselling Team

**Dr Ruth Caleb, Head of Counselling**

*Doctorate in Psychotherapy, Postgraduate Diploma in Applied Research Studies, M.A. Counselling and Psychotherapy, BSc (Hons), BACP and UKCP registered*

**Peter Eldrid, Deputy Head of Counselling**

*BSc (Hons), Advanced Diploma in Counselling, Diploma in Solution Focused Practice (BRIEF), BACP accredited*

**Alan Clarke, Senior Counsellor**

*MSc Psychodynamic Counselling, Postgraduate Diploma Careers Guidance, BSc (Hons), Cert. Ed, BACP accredited*

**Paramjeet Kaur, Counsellor**

*Diploma in Person Centred Counselling, Diploma in Eating Disorders, Certificate in Clinical Supervision, BACP accredited*

**Martyn Lloyd, Counsellor**

*Postgraduate Diploma in Counselling, Diploma in Group Counselling, BACP accredited*

**Irène Stone, Counsellor, Cognitive Hypnotherapist and NLP practitioner**

*BA (Hons) in Person Centred Counselling, MBACP (accred.), HPD, DipCHyp, NLP Prac, MNCH*

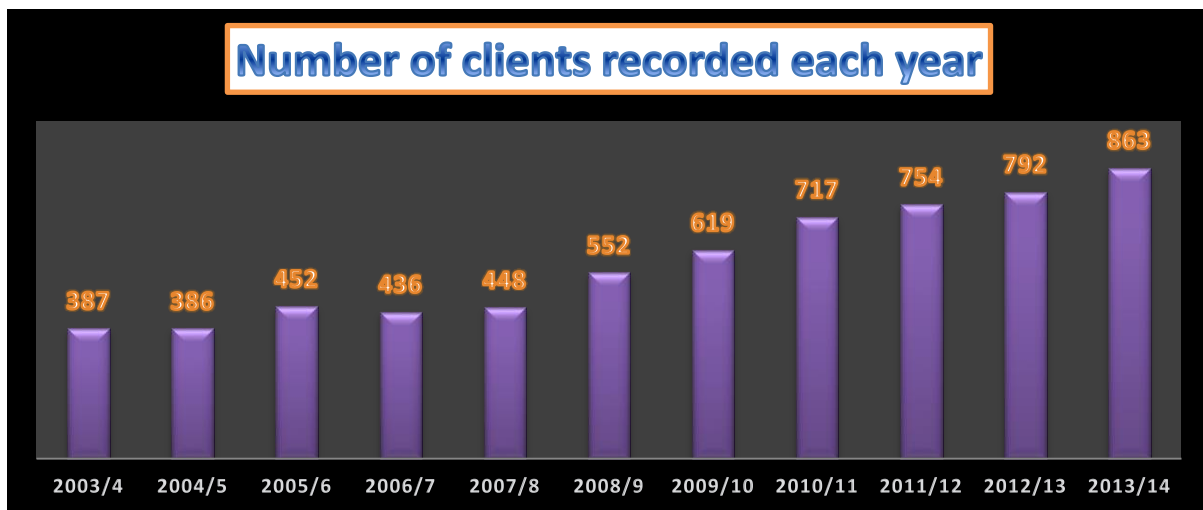
**Kieron Allford, Counselling Service Administrator**

*BA (Hons) in Business & Tourism Management, HND Travel and Tourism.*

Many thanks go to our trainee and associate counsellors Dee Albert, Natalie Brincklow, Mike Brooks, Liz Driscoll, Sarah Ferguson, Louis Hook, Sonja Kormann, Barbara Ocello, Marie Plose, Lindsey Randoll and Melissa Sedmark for their valuable contribution to the Counselling Service during the last academic year.

# Client Intake

The intake number for clients presenting at the counselling service this year was **863**, including **64** staff clients. This demonstrates an overall increase of **9%** compared with the 792 clients in 2012-13.



Research evidence suggests that at any given time 1 in 4 British adults experience at least one diagnosable mental health symptom in any one year.

The chart above shows that over the past 11 years the Counselling Service clientele has more than doubled. At the same time the overall Brunel University student numbers have slightly decreased. However, this does not mean that mental wellbeing at Brunel University has deteriorated for students and staff.

The Service's higher profile within Brunel, improved publicity and constant attempts to find creative ways to increase accessibility may explain the rising number of clients. Rather than assume that more staff and students have mental health issues than in previous years, we believe that having found ways to make counselling acceptable, accessible, available and confidential, more people wish to access the Service.

A major issue that clients bring to counselling is that their studies or jobs are suffering as a result of their problems, and they are keen to resolve them as quickly as possible. BUCS offers short-term intensive counselling to support this aim. On average during this 10 year period clients have been seen for 5 sessions.

Our clinical evidence using the CORE outcome measure over the past 6 years (see [CORE - appendix](#)) shows an average of 91% of clients reporting overall improvement in their psychological and functional symptoms. Due to this improvement they are better able to study, work more effectively and enjoy a better quality of life overall.

# Counselling Service Profile

- The average wait for new clients to have an initial counselling appointment was only 2.4 days, a slight decrease from the previous year in spite of the growth in client numbers, and well below the Service target of 5 days. 34% of new clients were seen on the same day as their initial presentation.
- The total number of counselling sessions offered was 3,375.
- Clients were seen on an average of 4 sessions, similar to previous years.
- The student male/female client split was 38% male and 62% female. While this is not representative of the percentage of male students in the overall Brunel profile, it is still positive in terms of the national trend of around 33% of male clients.
- International students constituted 22% of the clientele, which is similar to the university profile.
- 23% of student clients disclosed a disability, more than twice the profile of Brunel disabled students. This is demonstrating our target of reaching students from widening participation groups.
- Students aged 21 or over at the start of their course constituted around 55% of the student clientele. This offers evidence of our good connection to mature students, a widening participation group.

## **Clients at risk of suicide, self-harm or harm to others**

### ***Management of Clients at Risk***

On initial presentation, **60%** of student clients assessed themselves as having risk factors (including risk of self-harm, causing harm to others or suicide), as indicated by the CORE OM questionnaire.

Clients who are assessed to be at risk of suicide or severe self-harm are prioritised for counselling.

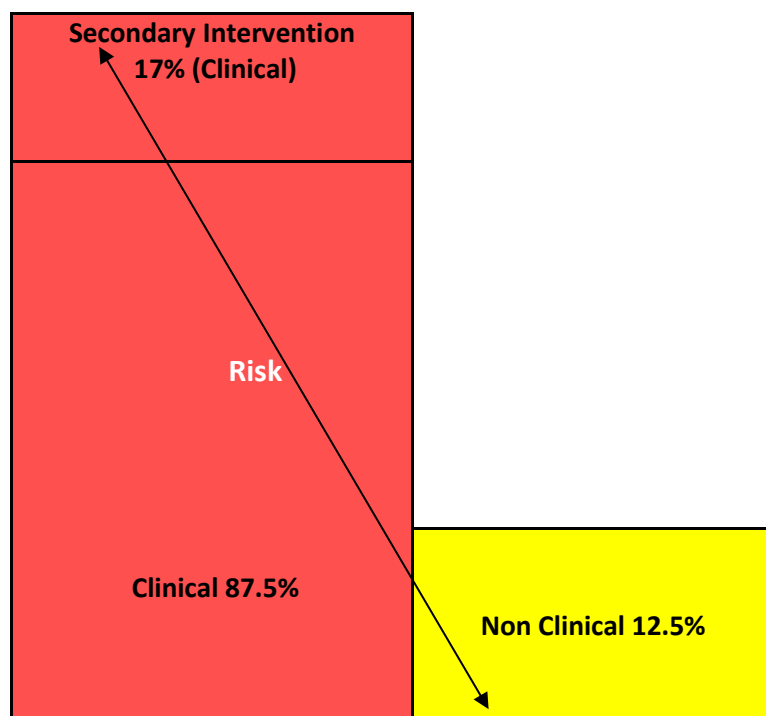
### ***Improvement in Symptoms***

An overall improvement in mental health symptoms was shown by **90%** of clients with **71%** demonstrating a clinically significant improvement in their previous mental health symptoms as a result of their counselling according to the measure analysis.



# Clinical Population

The chart below shows data on the 599 clients who completed the questionnaire at the start of their counselling.



The chart demonstrates an increasing level of risk (see arrowed line) from the non-clinical to the clinical population and those who may require secondary intervention.

Risk is identified in terms of suicidal ideation and plans, self-harm and potential harm to others.

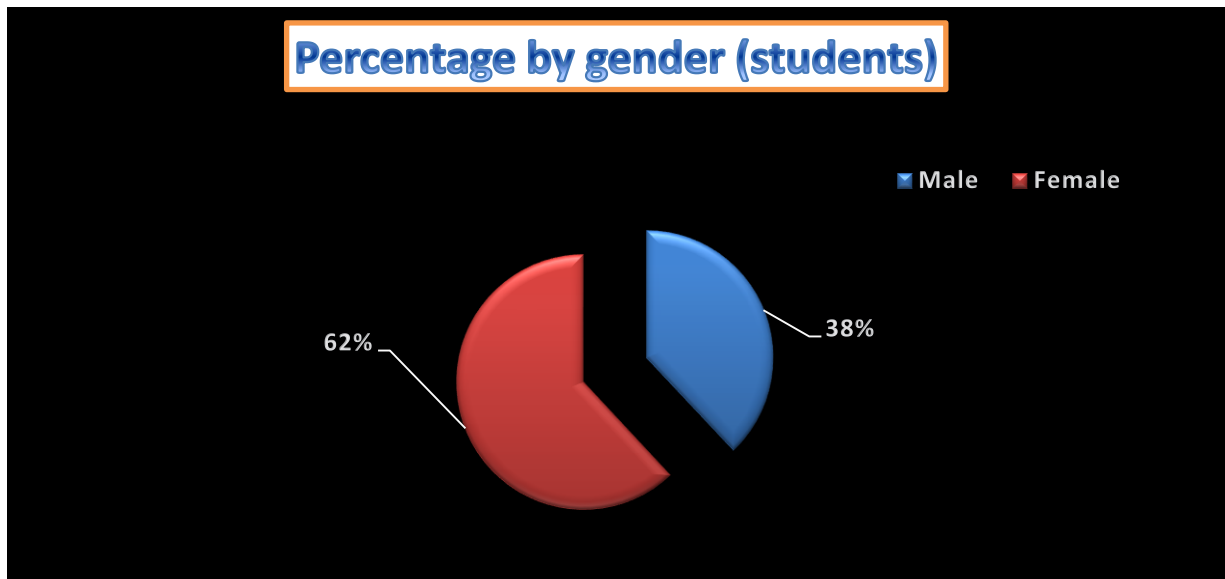
60% of clients indicated at least some level of risk but there is clearly a range from: 'I have occasionally thought of hurting myself' through to 'Most of the time, I am making plans to end my life'.

- The vast majority of our client group, **87.5%**, are in the clinical population (**red**), and are likely to benefit from on-going counselling.
- Included in this group are **17%** who may require a medical intervention such as psychiatric treatment.
- **12.5 %** were in the non-clinical population (**yellow**). They could be at risk of failing to reach their academic potential, but are likely to have had low levels of risk in terms of harming themselves or others.

## Impact of Counselling on CORE Score 2013/14

- 110 clients completed a second CORE at the end of their counselling and thereby gave us data to evaluate the impact of their counselling.
- On-going clients experienced an average improvement of 29 points. Any change over 19 points demonstrates clinical significance.
- An overall improvement was shown by **90%**.
- **71%** of clients showed an increase of 19 points or more after counselling, demonstrating a major clinically significant improvement in their previous mental health symptoms. This improvement may have a great impact on retention or reaching academic potential.
- Deterioration was shown by **10%**. Unfortunately deterioration is to be expected in a small minority of clients who may be experiencing the onset of serious mental health problems. Or it may be that for a few clients, counselling was not useful to them at this point in their academic life.

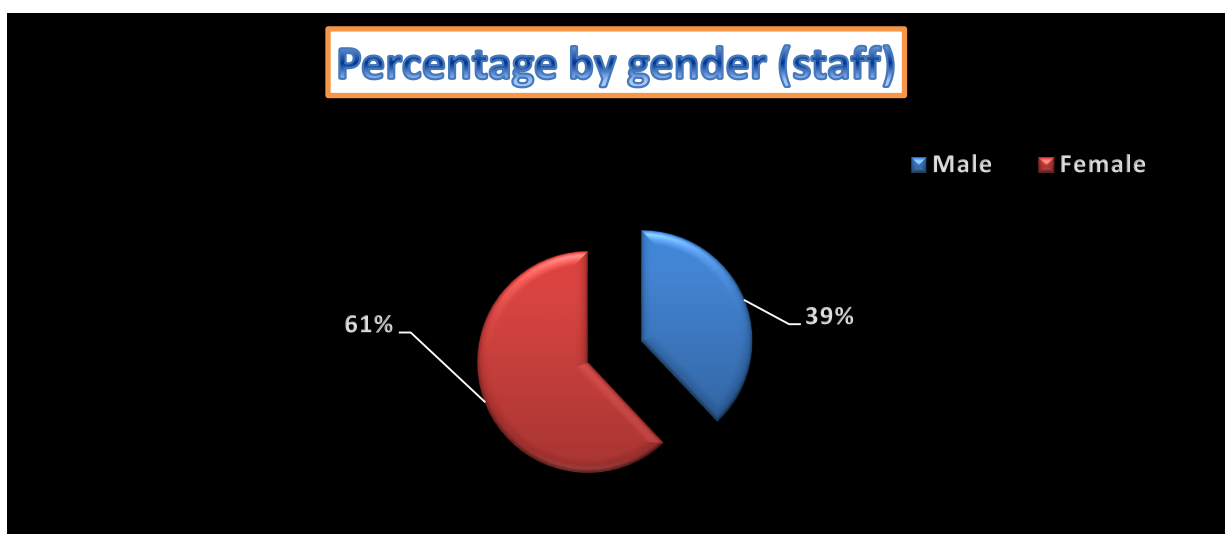
# Student Client Data



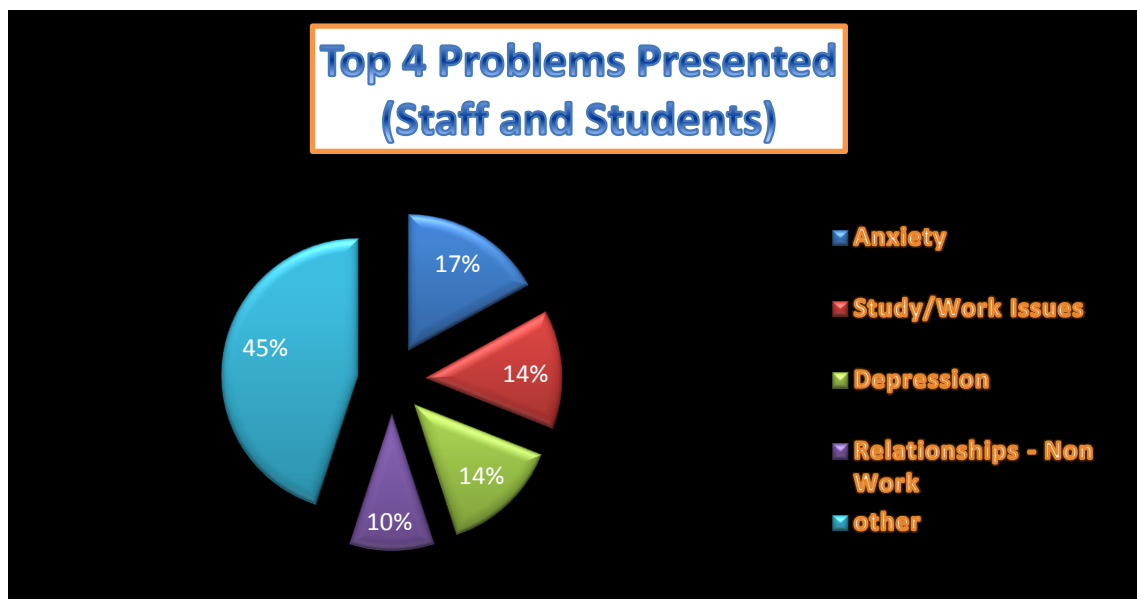
The percentage of male student clients is similar to last year and the percentage of male staff clients has risen substantially, from 26% to 39%. The percentage of males coming to drop-ins is 43%, indicating that men may prefer to come spontaneously without making appointments.

Not surprisingly women find it easier to come for counselling than men. Yet men are at far greater risk, being three times more likely to commit suicide. Many may have been prevented from doing so by timely GP support, medication and talking therapies such as counselling.

**So encourage the men you know to talk about their feelings - it may save their lives.**

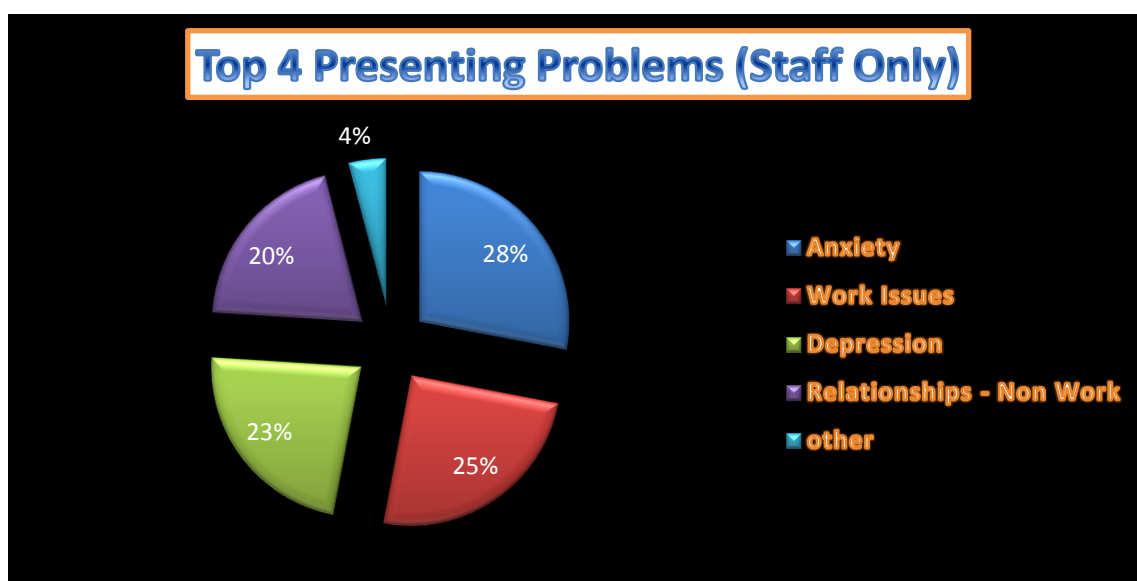


# Presenting Problems



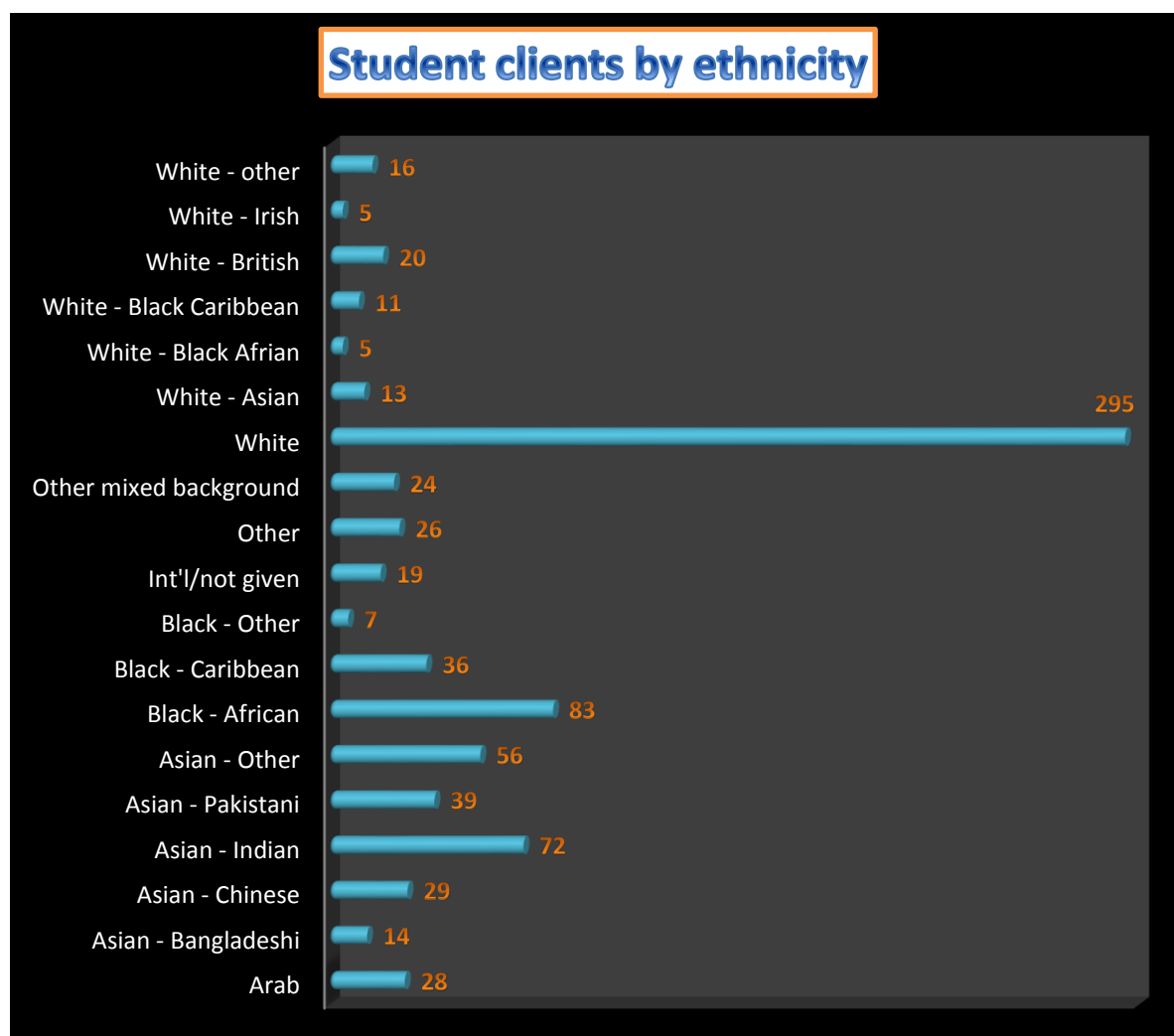
Both staff and students present initially with anxiety and work and study issues as main issues. Depression and Relationships were also problematic for many.

Sensitive problems such as alcohol or drug problems, self-harm and eating disorders often present later during counselling, once trust has been gained in the counselling relationship.





# Client Ethnicity

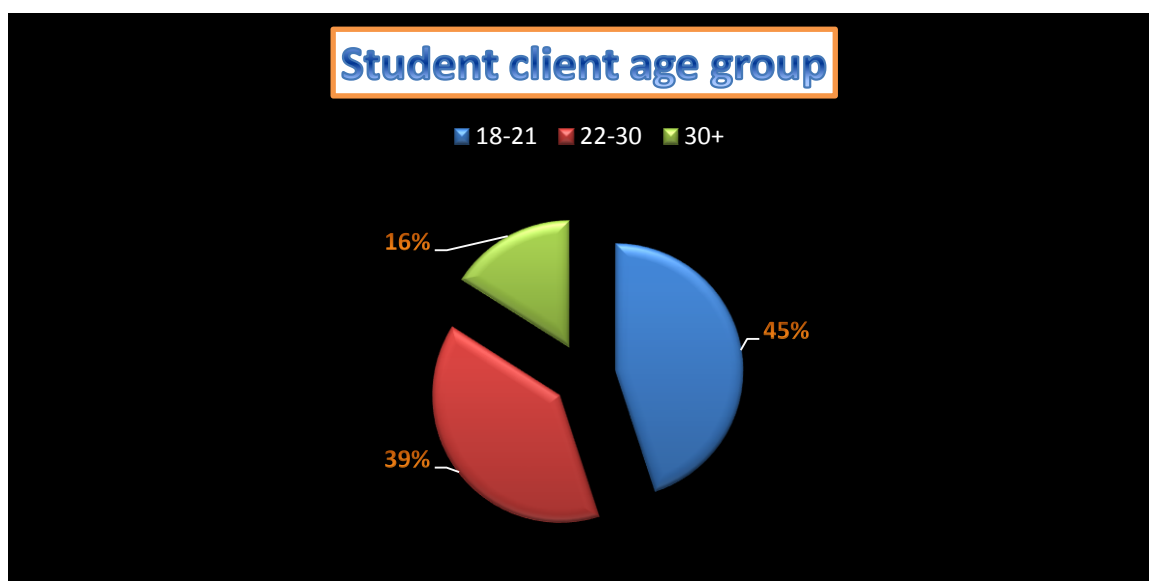


The ethnic profile of our clientele largely follows the university profile. However, 41% of our student clients are white, compared to the Brunel profile of 37%. The Service continues to offer outreach and innovative workshops in order to reach out to communities that may find it harder to access counselling.

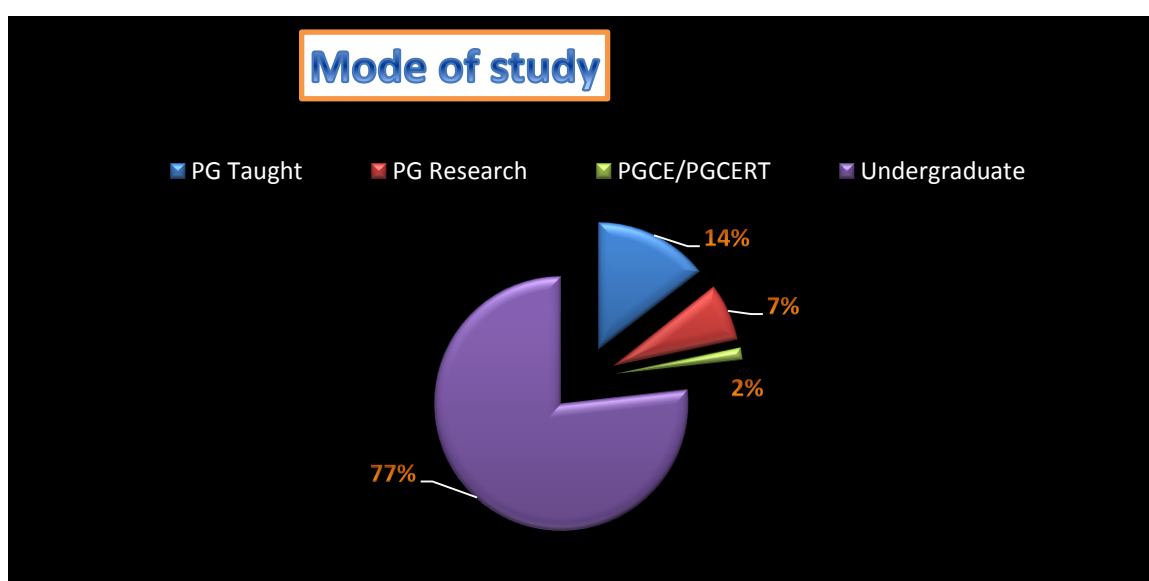
The service continues to aim to improve its ethnic profile, and has gone some way towards achieving this by ensuring that suitable counselling trainees of different ethnic groups are encouraged to apply for training placements. This year we are delighted to have with us several trainee counsellors from several different ethnicities, including Afro-Caribbean, Chinese, Indian and Eastern European backgrounds.

In the past 10 years we have worked with 110 different nationalities of the 130 represented at Brunel.

# Student Age and Mode of Study



Students aged 21 or over at the start of their course constituted around 55% of the student clientele.

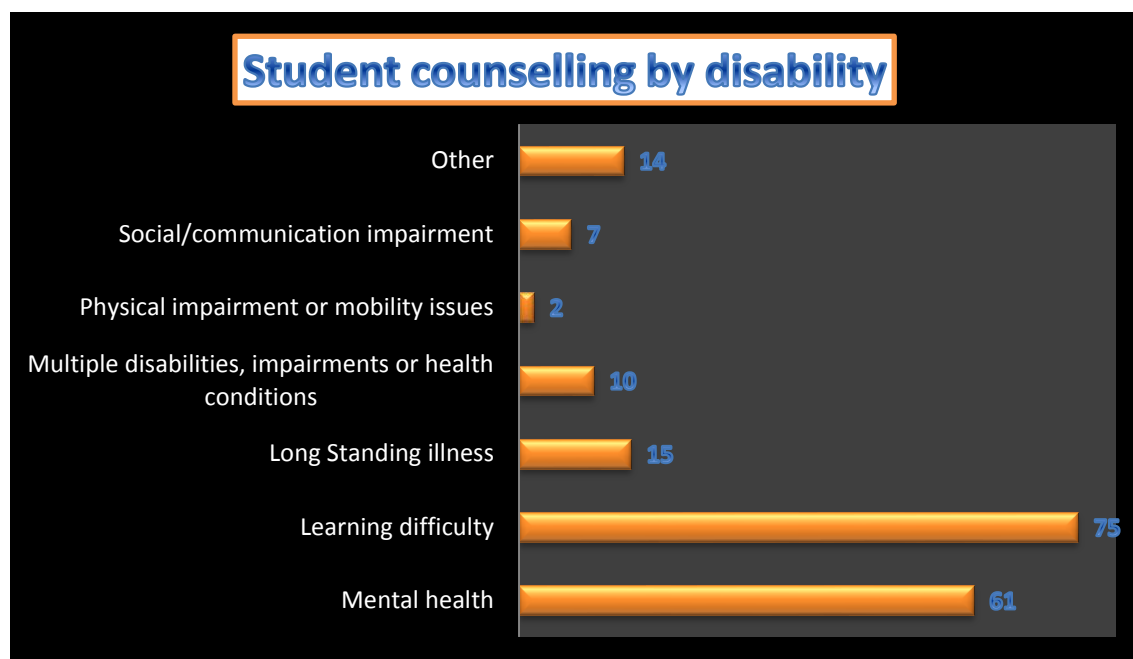


# Widening Participation Groups

The Counselling Service is proud of its close relationship with the Widening Participation Unit, and enormously grateful for the financial support offered to increase our ability to support to students who are in one or more widening participation categories.

Our commitment to widening participation means we are continually finding new ways to reach mature undergraduate students, care leavers and disabled students.

The tables below demonstrate our success at this.



## Care leavers

Those students who have been 'cared for' by local authorities are a small but potentially vulnerable group. We are aware that the difficulties that being looked after may engender could make University life even more difficult to manage. However the excellence of our award-winning Widening Participation team in ensuring that these students are supported and made aware of all the student services reduces this difficulty.

The counselling team is committed to offering a flexible and responsive service, with a wide range of early and late counselling face to face, Skype or telephone sessions, workshops and groups, aiming to reach those care leavers who live off campus.

# Service Evaluation Feedback 2013/14

*'You have taught me more things from the time I first signed up for counselling than I have learnt academically, thus making my learning invaluable'*

From the feedback from student clients below counselling is clearly a highly positive experience for BUCS clients.

## **Clients' description of their negative feelings before and after counselling**

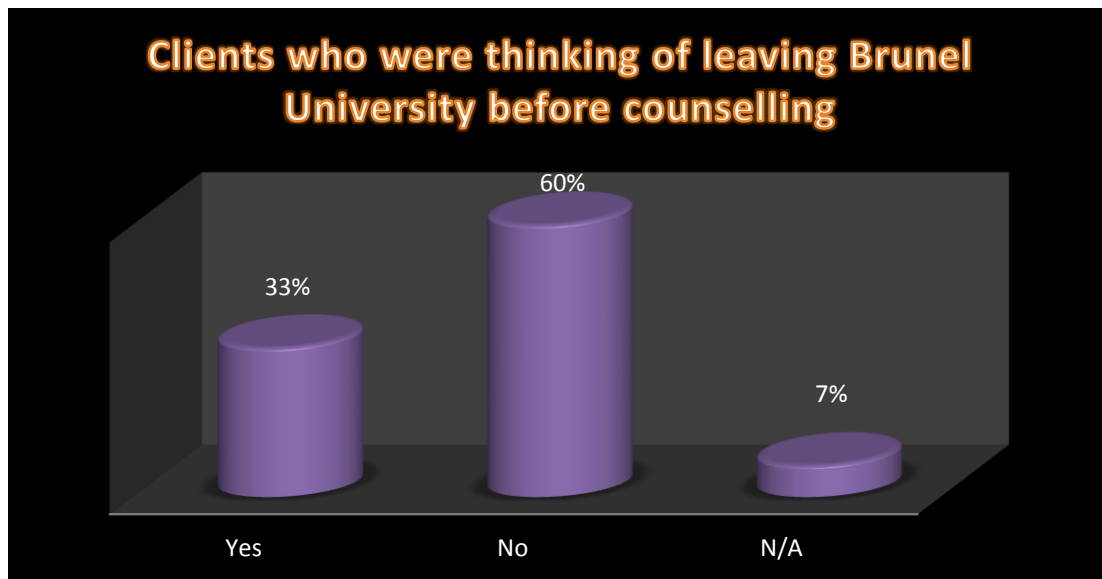
Negative feeling	Before counselling	After counselling
Stressed	89%	10%
Anxious	81%	16%
Sad	76%	13%
Lost	73%	4%
Tired	70%	14%
Depressed	68%	3%
Unmotivated	61%	6%
Confused	59%	6%
Alone	58%	3%
Frustrated	56%	1%
Angry	40%	1%
Distraught	31%	1%

## **Clients' description of their positive feelings before and after counselling**

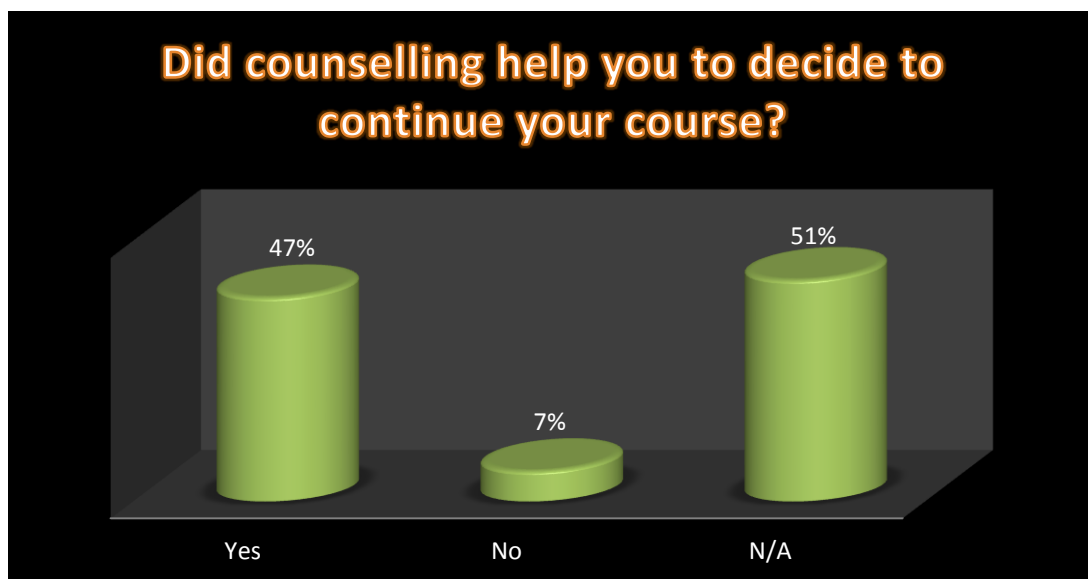
Positive feeling	Before counselling	After counselling
Motivated	1%	70%
Coping	7%	69%
Understood	1%	61%
Relieved	1%	51%
Satisfied	0%	49%
Confident	1%	46%
Focused	0%	46%
Relaxed	1%	44%
Happy	4%	44%
Insightful	4%	43%

# Service Evaluation Feedback

*'Thank you so much, the counselling has been amazingly good and has helped more than I can say.'*

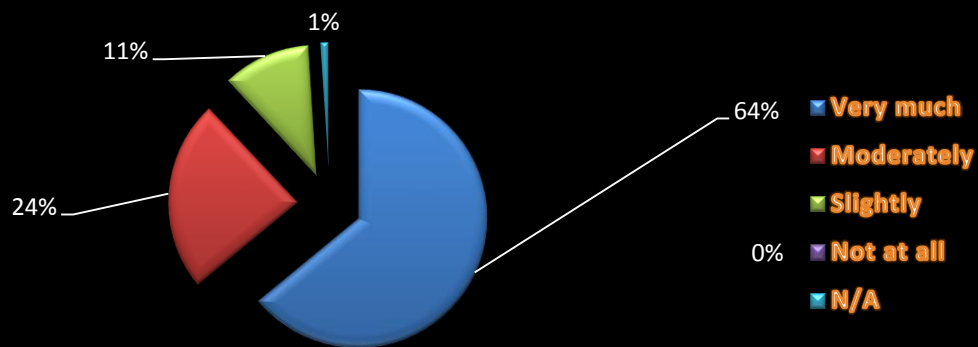


The charts above and below clearly demonstrates that counselling makes a strong contribution to the retention of students at Brunel University.



*'Really helped me cope with a difficult time and finish my placement block successfully rather than failing by dropping out.'*

## How strongly do you feel counselling has helped in your academic studies

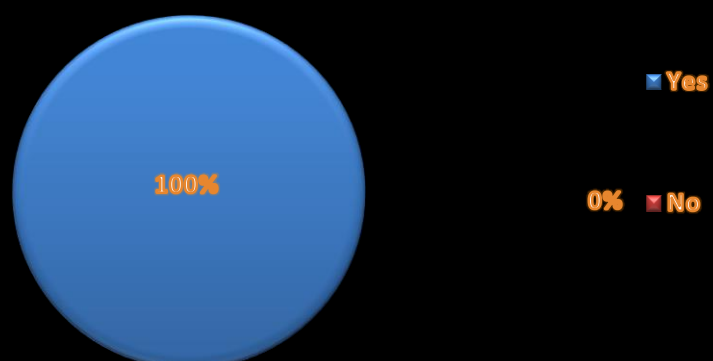


At a time when student retention is more important than ever these tables indicate that without counselling intervention Brunel could lose at least 250 students every year, at a conservative cost of over £2.45 million pounds to the university (assuming that they were all undergraduate home students).

Retention and supporting students to reach their highest potential also ensures that our alumni remain committed to Brunel, due to their own valuable experience.

*'Brunel will always be part of me and that is largely due to the Counselling Service. It has been a turning point in my life.'*

## Percentage of clients that would recommend the Counselling Service to others



*'I would like to say thank you for all of the help given to me. I believe I can now take on the journey of my life better.'*



# Graduate School Liaison



The aim of the BCS contribution to the Graduate School Programme is to create a forum to assist new graduates in making the transition to life at Brunel and for those graduates new to this country, life in the UK.



Together with the Brunel Graduate School, the Brunel Counselling Service is running small, confidential group sessions for post-graduate students where concerns about coping with life in a new environment can be discussed and shared to support graduate students in the process of building confidence, and establishing productive working relations.

Issues addressed include codes of behaviour, expectations, obligations and different ways of relating. It is hoped the exploration and sharing of these concerns will work to ease transition and foster a sense of belonging. This in turn should enhance the quality of student experience and academic performance.

Working closely to the Performance Indicators stipulated by the Researcher Development Programme gives students who choose to attend the sessions offered an opportunity to develop, demonstrate and log a series of 'soft' skills of an interpersonal nature that are so valued by employers. Students are encouraged to network, share and analyse present and past approaches to relationship building in the workplace make changes to pave the way for new approaches and enhance their employability.

During 2013-4, workshops offered included:

- Finding your way through: Making plans and taking action
- Adapting styles of relating (2 workshops)
- Managing stress and staying focused (for Masters students)
- Making changes to reduce stress

Overall the Counselling workshops attracted 83 attendees.

We look forward to 2014/15 academic year and the opportunity to continue working with the Graduate School.

**Alan Clarke**

**Paramjeet Kaur**

# EVENING COUNSELLING *in the* LIBRARY



Between October 2013 and June 2014 evening counselling work was once again carried out in the Library on every Tuesday between 6 till 9pm. This could not have happened without the continuous support from all the Library staff and so a big **THANK YOU** goes out to them!

## groups and workshops

This year our successful evening group **Get2gether** ran for the first term only, from 1<sup>st</sup> October till 17<sup>th</sup> December 2013, to help new and existing students to navigate challenging aspects of student life and offer a safe platform for discussions and information sharing.



**Get2gether** offered open sessions and themed workshops including procrastination, exam stress, mindfulness skills). In total 12 sessions were offered, which were accessed by 20 students who attended the group between 1 and 6 times. Some of the participants had attended the previous year and came back to share their experience with 'newcomers'. The mix of students experiences did help attendees to 'come out of my shell' and the sessions therefore seemed dynamic yet inclusive, giving everybody equal space in a respectful and considerate environment.

### Feedback from the students:

*"I felt understood and less lonely."*

*"Great space to connect with others."*

*"Really helpful and informative especially in the first few weeks."*

*"I made some great connections here and learned a lot about Brunel."*

...

During the next academic year and due to the need to offer more evening counselling and drop-in slots, the Brunel Counselling Service will run groups and workshops during day-time hours. Further information will be available on our intranet website.

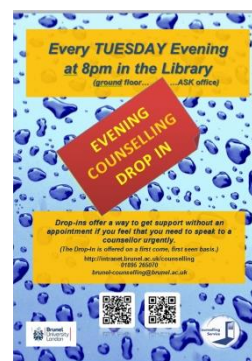
## evening sessions and drop-ins

Between 7<sup>th</sup> January 2014 and 27<sup>th</sup> May 2014 the Brunel

Counselling Service was able to offer students and staff one-to one support sessions through drop-in's, assessments and one-to-one counselling sessions. As in previous years this 'out of office hour' service was highly frequented as many students on placements or staff who do not wish to attend counselling during their work hours got the opportunity to seek support when needed.

The popularity of this service is represented in the attendance figures which show that the attendance rate was 78% and all of the possible bookings for assessments and face-to-face appointments for counselling work had been taken up by students and staff.

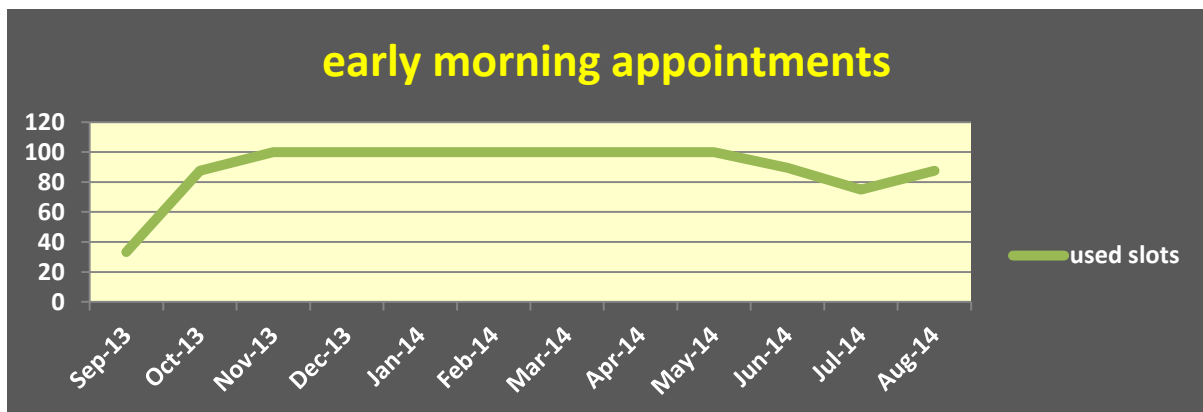
During the next academic year this valuable service will re-start on 7<sup>th</sup> October 2014 and run until June 2015 in the Library, ground floor (far right corner). Appointments for evening counselling sessions can be booked through our normal pathways (for further information please visit our intranet website).



## EARLY MORNING COUNSELLING

This Brunel Counselling Service offers early morning appointments, with the earliest sessions starting at 8am. Users of this service prefer seeing a counsellor either before work (staff) or before going to lectures/placements (students) and widens the accessibility of our service to 13 hours, ranging from 8 in the morning till 9 in the evening.

Last year's success rate of 79% bookings (108 sessions out of possible 136 sessions) was this year replicated with 80% bookings (85 sessions out of possible 106 sessions) over 12 months (September 2013 till August 2014). Whilst September 2013 figures have been expectantly slow, booking numbers for the rest of the academic year show no dip over the summer months with clients continuing to access 9am and 8am appointments.



We are pleased to be able to continue this valued service for another academic year on the following days:

- Autumn Term: 22.09.2014 - 12.12.2014 > Monday, Thursday, Friday
- Spring Term: 05.01.2015 - 01.04.2015 > Monday, Thursday, Friday
- Summer Term: 20.04.2015 - 29.05.2015 > weekdays
- Out of Term: 01.06.2015 - 31.08.2015 > weekdays

*Frène Stone*

# Trainee Counsellor Unit



In the last academic year, we were delighted to have 11 trainees without whom the waiting time for counselling would have been far longer. Many thanks go to **Dee Albert, Natalie Brincklow, Mike Brooks, Liz Driscoll, Sarah Ferguson, Louis Hook, Sonja Kormann, Barbara Ocello, Marie Plose, Lindsey Randoll and Melissa Sedmark** for their valuable work with the service last year.

Currently we have a total of thirteen trainee counsellors in our unit, which includes five new trainees who have joined us for this academic year. Some of our more experienced trainees have taken on extra client hours and also been involved in doing assessments and drop-in sessions. Lindsey Randol, Louis Hook, Sonja Kormann and Sarah Ferguson have all been with the service for over two years and have continued their role as paid sessionals.

All our trainees go through a full induction training before starting work. We provide ongoing regular supervision support to each trainee. We have also set up regular supervisor meetings for all supervisor to meet and discuss how our trainees are doing in their placements at Brunel.

We have continued to offer trainees developmental workshops to our trainees twice a year to explore areas they want to in more depth. Workshops such as ***Finding your way through (working in Higher Education), Developing a Career in Counselling***, and more recently ***Setting up your Own Private Practice*** are just examples of some of the workshops that have been delivered.

***Paramjeet Kaur***

Over my three years counselling placement at Brunel, I've been given a great opportunity to develop my own style of practice, whilst also being trusted to take on challenging and varied clinical work. This has played a key part in my growth as a therapist, and as I come into my 4th year at the service I feel like a more defined, instinctive and centred practitioner then when I began. Brunel has acknowledged my professional growth by giving me associate counsellor status, which is a paid position, and progressive responsibility within the team. I have been trained to work with clients on Skype, and am looking to set-up a group for students over the course of this academic year.



In general, my time at Brunel as allowed me to develop confidence in my counselling style, through being challenged and supported, and encouraged to see I provide a valuable and worthwhile therapeutic service. This has helped me launch my own part time private practice and collect the hours and experience needed to submit for my BACP accreditation, both of which I did in September 2014. ***[Louis Hook]***

# Trainee Counsellor Unit



As a trainee counsellor at Brunel Counselling Service, I have had the wonderful experience of feeling I am doing something useful, learning an enormous amount, and getting excellent support from my supervisor and the rest of the team.

As with many trainees, my time here has also played a key part in my work towards gaining a formal qualification in the area, in my case an MSc in Integrative Psychotherapy. I hope my clients have gained as much as I have from being at BCS!

**Liz Driscoll – trainee counsellor.**



Brunel Counselling Service, has provide me with the opportunity to work with clients from diverse backgrounds with varying needs. The CPD training has been tailored to the needs of trainees, which has also given us a chance to network and get to know each other. 1:1 Supervision and support received from the whole staff team has made my placement here a rewarding and enriching experience. Which is why I look forward to yet another year with the service.

**Dee Albert - trainee psychotherapist**



It has been my absolute pleasure to work at Brunel University London, as a trainee counsellor over the past year. I have loved being part of such a professional and efficient Counselling Service. The support given to trainee counsellors with regards to CPD and supervision has been second to none. I couldn't have asked for better guidance and support. Thank you.

**Natalie Brincklow – trainee counsellor.**

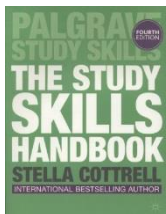
## Brunel Bibliotherapy Scheme (Books Can Help)

Bibliotherapy is a term used to cover the use of self-help books to address psychological and emotional concerns. It can be very effective, especially for people who are highly motivated. Self-help materials, which can be borrowed by students or staff from the Library, can be used independently, or alongside support from a counsellor.

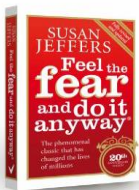
A total of **155** books were loaned out from the beginning of September 2013 to end of August 2014. During the last academic year, the books were loaned for up to 13 weeks, without having to be renewed, therefore students have kept the books for much longer than in previous years when many were on a weekly loan.

It was very clear that this year again we had high interest in books on the subject area of anxiety. The top 3 Bibliotherapy books loaned out this academic year are:

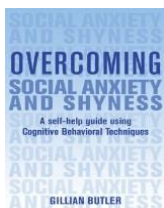
### @ Number 1: **The Study Skills Handbook** (Study skills)



### @ Number 2: **Fear the Fear and Do it anyway** (Anxiety)



### @ Number 3: **Overcoming Social Anxiety and Shyness** (Anxiety)



Thanks again to the library and in particular, Rob Wannerton and Georgina Parsons, for collaborating with the Counselling Service to offer our Books can Help scheme, which has remained an extremely popular source of self-help support.

To check out the list of books and for more information, go to:

<http://intranet.brunel.ac.uk/counselling/StuSelf-help.html>.



## Workshops, Inductions and Presentations to staff and students 2013-14

Brunel Counselling Service delivered **36 presentations** to **862** students and **17** to **633** staff.

We continue to offer training to those in a peer support roles like the **student mentors** who work Monday – Thursday evenings helping support new students living in halls. We also are continuing to work with the **LGBT peer support group** which began last year.

The idea that students can help each other is not new but it is important to continually renew the skills of those involved in these roles and develop new students into these roles. We have also delivered training to the SABs who have important roles in leading the student union. In this coming year a new **peer support group for student parents** or those in a caring role will be set up.

Our group work with students ranges from helping those from widening participation to prepare for the pressure ahead in a formal workshop to enjoying a burger while chatting with new Business students. Normalising counselling in an informal setting helping people see us as part of the Brunel community can go a long way to demystifying what we do and enable more people to access us. We know that raising awareness amongst staff and students helps people to be signposted to the appropriate service. Mental health is everyone's business not just those in the health and well-being section. Tutors are also much more aware of their pastoral role and this is going to increase as tutoring @brunel is rolled out within the new colleges.

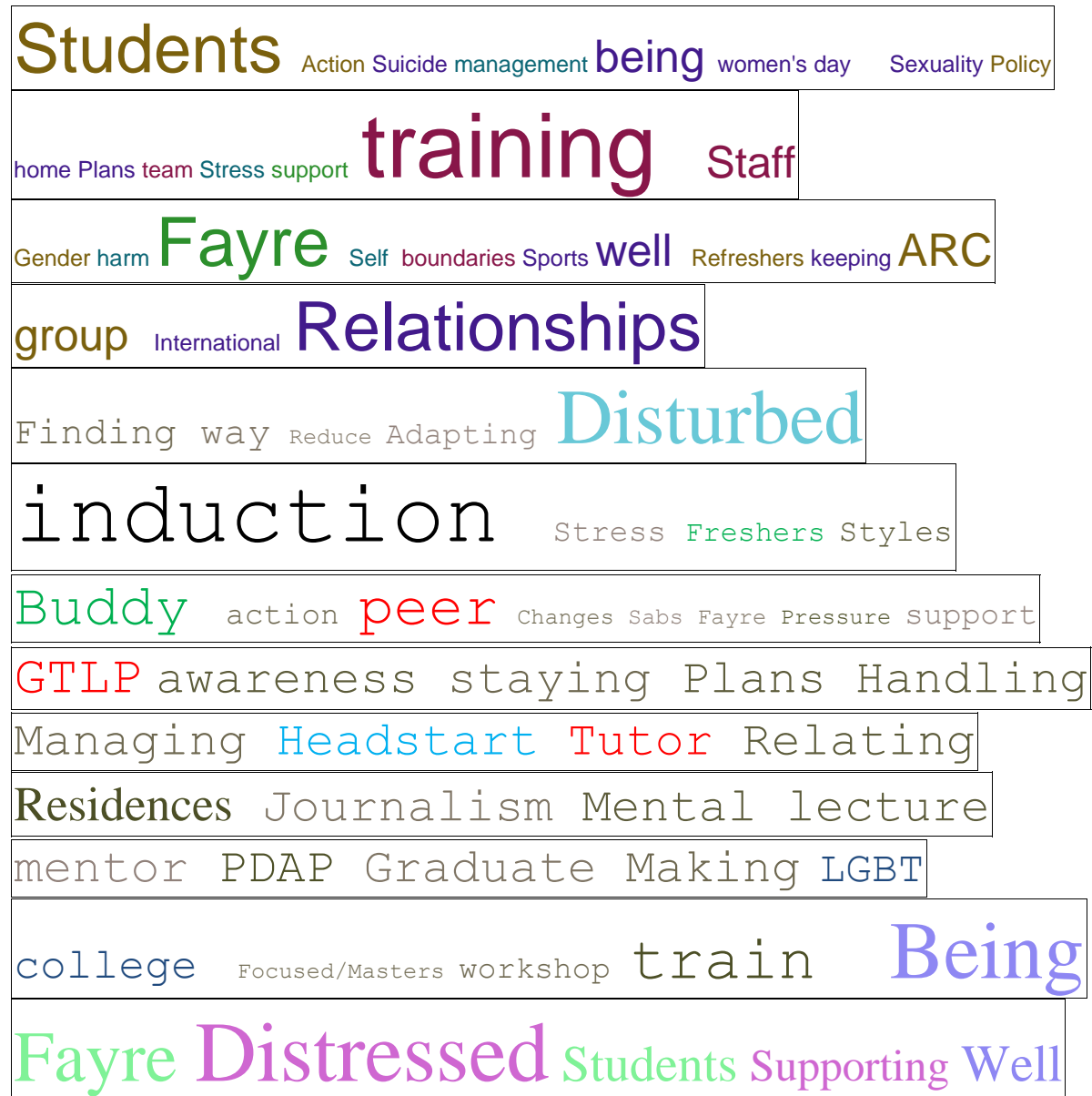


New training has been set up this year through Brunel Volunteers to those students who wanted to **buddy** new students helping them to settle into Brunel in their first 6 weeks or so. Finding a fellow student like yourself, who understands how it is now and who is trained to support you can be vital, especially if you are new and insecure. Our training helps the peer supporter or mentor to recognise their role and not impose their experience but to listen and let the student tell them how it is for them. They also know their limits and when to signpost to other student services and how to get support and supervision for themselves.

This training forms an important part of our continued commitment to widening participation enabling all students to make the most of their time at Brunel University London. Being a mentor or buddy also offers our students the opportunity to develop additional skills and experience to further enhance their employability.

# OUR TRAINING WORD CLOUD

We are working throughout the university to reach as many staff and students who may need to know about us.



## Skype Counselling pilot project ~ funded by the Widening Participation Unit



This pilot scheme offered one-to-one counselling to widening participation students. Skype is a visual phone call using a webcam or it can be a way of making a free phone call. The pilot scheme ran from January to July 2014. Project details were sent out prior to the pilot to all schools, including Disability and Dyslexia Service, Advice and Representation Centre, Widening Participation Unit, and the Placement and Careers Centre. The information was also advertised via our websites, google email, Blackboard and it was also flagged up at student's first counselling assessment sessions.

Two Skype accounts were created for the service to enable us to take two calls at once. Two staff members went on a counselling on line training course where they became familiar with Skype both operationally and from a counselling perspective. Sessional cover enabled no reduction in their client loads at a busy time for the service. (Autumn term) This training was then cascaded to two sessional counsellors extending the pool of Skype trained counsellors to four.



Trying to recreate the counselling room environment is best done through the use of a tablet held in a flexible frame. The counsellor can then work from a chair with the client seeing what they would see in a face to face session. This can be recreated in other locations so doesn't limit the counsellor to working from their office. Problems of quality are also best overcome using a tablet rather than a desk top computer which is also less distracting.

Before the Skype sessions started students were sent Skype guidelines regarding timing & confidentiality; what to do if we were to lose contact etc. The student had the choice whether they wanted to access 'video' and/or 'phone' session.

Some students had a mixed range of support which included face to face, telephone and Skype depending on what worked for them each session.

A total of **55 Skype sessions** were offered up to end of July 2014. Below is feedback from two students who said they had benefited from the Skype pilot service. We have found from the feedback that this new initiative was a vital way of improving access to our counselling service in particular for widening participation students who traditionally find it harder to be on campus. We are very grateful for the widening participation funding that enabled this service to be thoroughly tested and we are satisfied we provide a reliable and quality service via a free student friendly form of technology. We look forward to be able to provide a Skype counselling service for all students and staff at Brunel.

**Paramjeet Kaur and Peter J Eldrid**

### **Client feedback**

*During my studies at Brunel, I was going through a difficult time when my Professor advised me that help is there if one needs it and referred me to Brunel Counselling Service. Being an overseas student it can be daunting to adjust and adapt to a new country, culture, ways and norms. Finding Brunel Counselling Service was a blessing as they not only listened, but also empathized and supported me through the duration of my study, especially when I thought I would be able to finish my degree. I am forever grateful for their support as that enabled me to finish by degree. Apart from their one to one session, I especially appreciate their Skype Counselling session, as that enabled me to speak to them face to face from home (Bangladesh), breaking the boundaries of geographical location. I have very high regards for the Counselling team and would like to say, "Help is there should you need it".*  
**Abdul Khan (student)**

*In May 2014 after having three Panic Attacks; I was strongly advised by my GP to inform the university counselling service about the reason of my anxiety in order to manage the condition. A panic attack is an experience of sudden and intense anxiety with both physical and psychological symptoms. In the first meeting with my counsellor I was very bad and all the symptoms were clearly visible including crying, shaking hands, rapid heartbeats, sweating, and feeling confused, lost and embarrassed.*

*I was not able to stay on campus and in the second week of May I left the UK. The counselling service still offered me support when I returned to my home country (Iran). My counsellor scheduled the counselling sessions through Skype video weekly in order to manage my psychological symptoms and to return into a normal condition. I could see my anxiety symptoms were reducing step by step and my counsellor was following and evaluating the process carefully. Day by day I felt more confident because I was thinking there is someone at the university who knows my problem and the counsellor has continued to support me and therefore I did not feel alone and marginal.*

*I believe Skype counselling sessions should be considered as an integral part of university counselling service not only for the students who are away from the university but also because of the nature of some psychological disorders such as anxiety, depression and phobia. Given that individuals who suffer from anxiety disorder, phobia and depression are not interested to leave their rooms due to their fears or lack of motivation; skype counselling session is very creative idea to help them. I also would like to say to students at Brunel who may be younger or older than me: never forget "silence makes you sick" so don't suffer and speak with a counsellor confidentially.*

**(Student client)**

# Appendix

## Use of CORE Outcome Measure

### **Background**

CORE (Clinical Outcome of Routine Evaluation) was devised by a research team to measure psychological problems experienced by clients needing counselling or psychotherapy. The CORE Outcome Measure is a clinically validated, reliable evaluation tool used by the National Health Service, many statutory and voluntary counselling services, and increasingly in universities. Thus when used by the Brunel University Counselling Service, CORE enables us to benchmark students' psychological functioning to the wider population.

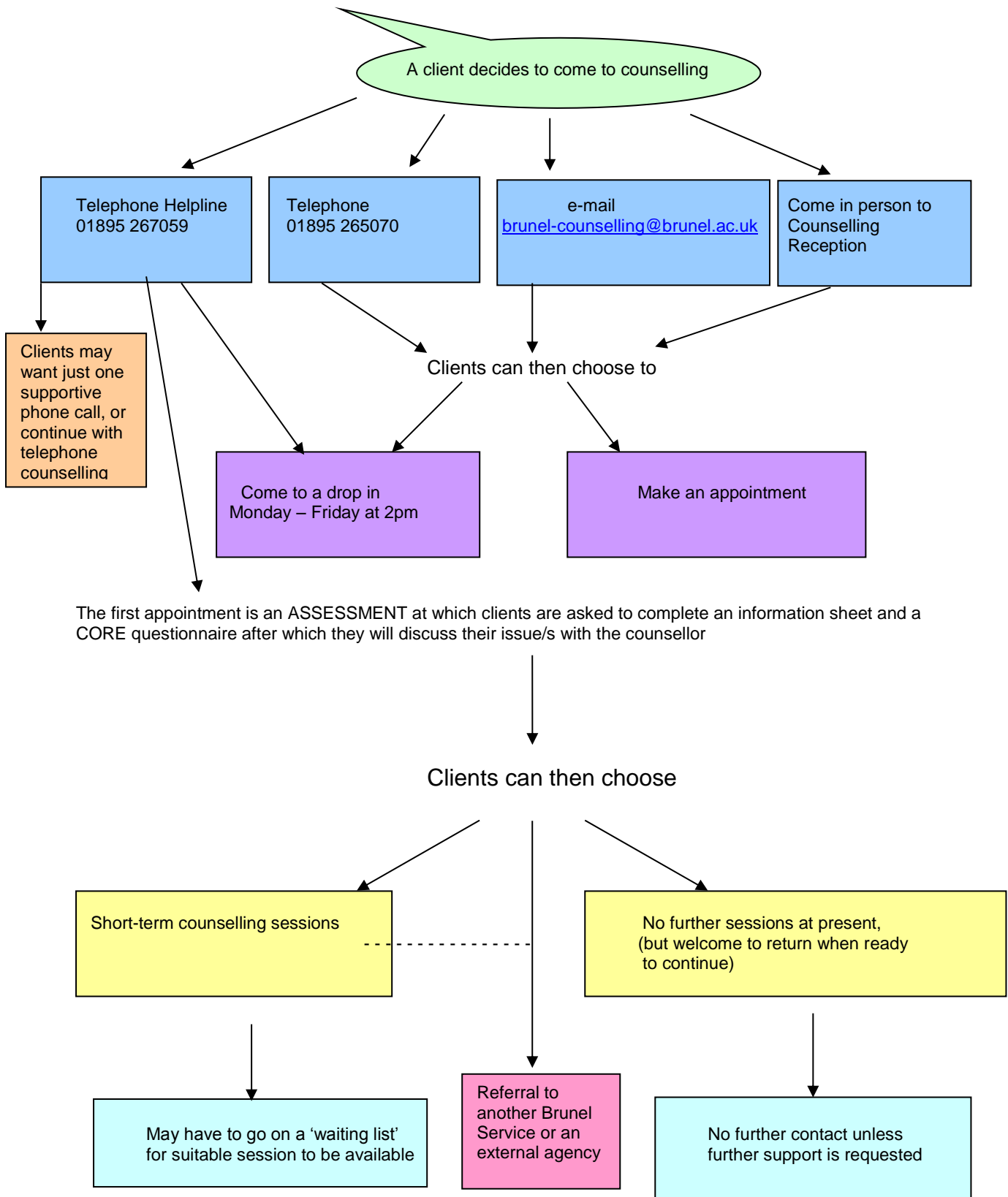
The CORE Outcome Measure takes the form of a questionnaire with 34 questions and offers a self-assessment by the client / patient of their symptoms over the previous week. The CORE Measure, used before counselling, acts as an indicator of risk and allows a service to triage its clientele and prioritise those considered to be at risk of self-harm, suicide or violence to others. Used before and after counselling it may demonstrate areas of change that are of importance for quality assurance and retention issues.

### **Use of CORE by the Brunel University Counselling Service**

The CORE Outcome Measure is scored at the initial assessment session with the Counselling Service; for those clients who continue their full counselling contracts, this process is repeated at the end of counselling, thereby giving a detailed evidence-based record of change.

During the academic year 2012-13, the Brunel University Counselling Service developed its sixth full year of CORE Outcome Measure data. Using CORE is particularly helpful in offering comparisons with the overall population. The severity of the score is deemed to reflect the severity of the client's problems. For example those scoring under 40 (the non-clinical population) would be considered less in need of on-going counselling and would not be prioritised on a waiting list, whereas those scoring over 85 (the clinical population) might need to consider some form of secondary intervention such as psychiatric help. The questionnaire also alerts the counsellor to any risk of suicide, self-harm, or violence to others.

## Accessing Counselling: Flow Chart





### To make an appointment with a counsellor:

- Call in person to the Counselling Reception opposite the Medical Centre.
- Phone **01895 265070** to book an appointment or leave confidential voicemail.
- Email us at:  
[brunel-counselling@brunel.ac.uk](mailto:brunel-counselling@brunel.ac.uk)

#### Office Opening Hours

<b>Monday</b>	11:00am to 4:30pm
<b>Tuesday</b>	09:30am to 4:30pm
<b>Wednesday</b>	09:30am to 4:30pm
<b>Thursday</b>	09:30am to 4:30pm
<b>Friday</b>	09:30am to 4:30pm

#### URGENT SUPPORT

##### When the unexpected happens or you need help quickly:

If you have an experience, which leaves you feeling distressed, such as a broken relationship, bad news from home, course failure, bereavement, or violent incident, come along without an appointment to the **Drop-in:**  
**Monday – Friday, 2pm – 3pm**  
**(first come, first seen)**

**Phone our confidential Helpline:**  
**01895 267059**

You will be called back within 24 hours of a working day.

### Further Support:

- **Security 01895 255786 ext 66943**
- **Brunel Medical Centre**  
(If living on the Uxbridge campus or local area)  
**01895 234426**
- **The Samaritans** available 24 hours a day: **08457 909090**  
Text Samaritans on **07725 90 90 90**  
[www.samaritans.org.uk](http://www.samaritans.org.uk)
- **Nightline** available to all students  
6pm to 8am every night of term  
**020 7631 0101**  
[www.nightline.org.uk](http://www.nightline.org.uk) (also free internet-based calls on Skype via website).  
Email listening service:  
[listening@nightline.org.uk](mailto:listening@nightline.org.uk).
- **Big White Wall**  
Free anonymous online support for all Brunel students having a tough time - go to [www.bigwhitewall.com/university](http://www.bigwhitewall.com/university) and use your university email address to login.
- **Get Connected** a free and confidential helpline for young people, plus email and webchat services  
1pm to 11pm daily  
[www.getconnected.org.uk](http://www.getconnected.org.uk)  
**0808 808 4994**

