

# Counselling & Disability Services: Who we are, what we do, and what you can do

Presentation to Faculty of Fine Arts Council, Jan. 27, 2010  
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redefine THE POSSIBLE.



# Main Reasons for Undertaking Alignment Initiative



- **Ensure consistency of service for students**
- **Help students more easily find and access resources**
- **Understand and address service expectations**
- **Best align services to support students**
- **Optimize current processes**

# Outreach

Education about the issues affecting students, services offered, and how and where to pursue these services

Orientation

Website

Education

Relationship with other units

Etc.

# Wayfinding

Enables students / other stakeholders to identify counselling and/or disability services (and other related University services) that potentially meet their needs, determine preliminary suitability, connect with non-direct services or appropriate resources (e.g., people, offices, etc.) to pursue those direct services, and prepare for next steps, and be initially screened for direct services.

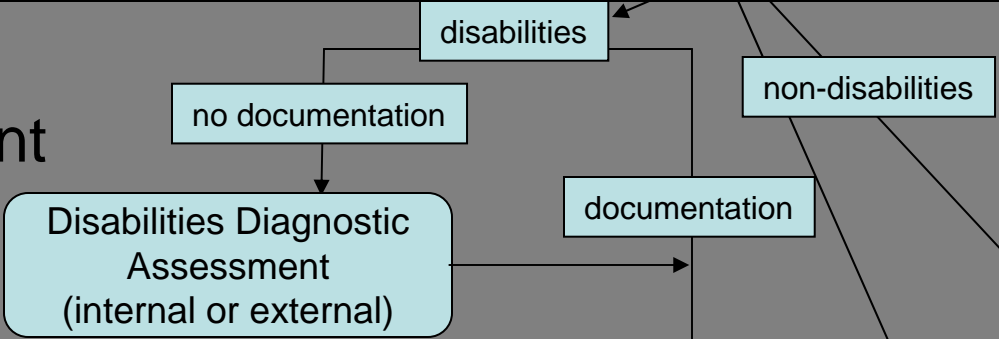
Directing

Non-CDS Services

Initial Screening and Intake

# Needs Assessment

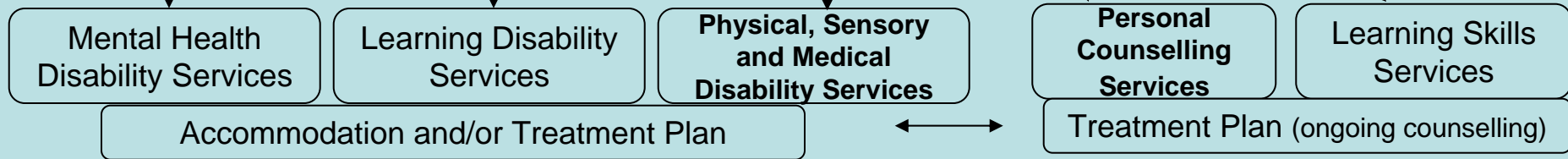
Needs Assessment follows up on the Initial Screening done in Wayfinding, (for a student who hasn't been previously diagnosed or doesn't have documentation), assessing a student's service-specific disability needs



**Disabilities / Non-Disabilities Model**  
Accommodates complexity and coordination of the multiple services required within disabilities track.

# Direct Services

Counselling and Other Services



# CDS Clients



Number of Clients Active during the period May 1, 2008—June 7, 2009:

Clients seeking disability support services = 2,247

Clients seeking personal counselling = 1670

Learning Skills = ? hundreds through classroom presentations, learning commons, workshops, individual consultations, etc.

# Some Implications



- In addition to the important role for CDS on campus, it is critical that we partner with the entire university community to:
  - Create a sense of social support and community on campus
  - Provide adequate levels of academic advising and student financial support
  - Identify and refer students in distress and at risk of academic failure to appropriate CDS resources, including personal counselling, learning skills services, and disability services

# Letters from CDS



1. **Academic Accommodation letters** provided only to students with **diagnosed physical, sensory, medical, learning, or mental health disabilities**. Unless accommodating undermines academic integrity of the course, students with disabilities **must** be accommodated
2. Other “**support letters**” may be written for students who are clients in our Personal Counselling Services or Disability Services, but these letters are “suggestions” about what could be helpful in extenuating circumstances. It is **up to the discretion of the course instructor as to the appropriate course of action**

## Letters from CDS, cont'd



3. **“FORM LETTER”** provided to students who approach us for “confirmation” that they have experienced a significant “stressor”. Usually we can neither confirm nor deny what has occurred; we simply state that the student has “reported” that something “bad” has happened. **It is up to the discretion of the course instructor to determine the appropriate course of action**

**NOTE:** Other than sending a student for counselling support in these circumstances, there is no point in sending to CDS just to receive such a form letter.

# Resources for Faculty and Staff



What to do in a crisis/ emergency:

<http://www.yorku.ca/cds/emergency>

Identifying and responding to students in distress:

[http://www.yorku.ca/cds/pcs/faculty\\_staff](http://www.yorku.ca/cds/pcs/faculty_staff)

Main Page of CDS:

<http://www.yorku.ca/cds/>



# CDS Contacts



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# CDS Glendon Site Contact



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