



# Psychotherapy Dose and its Impact on Clinical Outcomes and Academic Persistence in University Counseling Centers

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## INTRODUCTION

The relationship between psychotherapy dose, clinical outcomes, and academic withdrawal is a critical area of focus for university counselling centers. With the rising prevalence of mental health concerns among students, understanding how the quantity and quality of therapy influence academic success is essential. Psychotherapy dose refers to the number of therapy sessions a student receives, while clinical outcomes pertain to improvements in mental health symptoms. Academic withdrawal, a significant consequence of untreated or poorly managed mental health issues, is when students are unable to continue their studies due to academic or personal challenges. University counseling centers are often a primary resource for students seeking mental health support. These centers provide psychotherapy to address a wide range of issues, including anxiety, depression, relationship problems, and stress related to academic pressures. However, the number of therapy sessions students receive can vary widely, influenced by factors such as the severity of their condition, the availability of therapists, and the willingness of students to engage in therapy. The “dose” of psychotherapy has been shown to be an important predictor of clinical outcomes. Research indicates that a minimum number of sessions is often necessary to achieve meaningful improvements in mental health. For some students, a few sessions may be sufficient to address specific concerns, while others may require long-term therapy to see sustained benefits.

## DESCRIPTION

For students struggling with severe mental health challenges, inadequate psychotherapy dosing can lead to poor clinical outcomes, which in turn may increase the risk of academic withdrawal. Mental health issues are a leading cause of academic difficulties, including poor performance, absenteeism, and

ultimately, withdrawal from university. Students who do not receive adequate therapeutic support may find it increasingly difficult to cope with the demands of academic life. Anxiety, depression, and stress can impair concentration, motivation, and the ability to complete coursework. Without appropriate intervention, these challenges can accumulate, resulting in students leaving their academic programs. There is a strong link between mental health and academic persistence. Students who experience improvements in their mental health through psychotherapy are more likely to remain engaged in their studies and achieve academic success. For instance, students who receive adequate therapy and experience symptom relief are better able to manage the stressors of academic life, including exams, deadlines, and social pressures. On the other hand, those who do not receive enough therapy to address their mental health needs are at greater risk of falling behind in their studies and eventually withdrawing.

## CONCLUSION

In conclusion, the dose of psychotherapy a student receives plays a crucial role in determining both clinical outcomes and academic persistence. University counseling centers must strive to provide sufficient therapy to meet the diverse mental health needs of students, recognizing that inadequate treatment can increase the risk of academic withdrawal. By adopting a more individualized and resource-efficient approach, counseling centers can enhance the mental health and academic success of their student populations.

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## CONFLICT OF INTEREST

The author's declared that they have no conflict of interest.

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