

PSY 6240 Comprehensive and Systemic School Counseling Programs

Last Revised: 8/22/2023 2:30 PM

Instructor Contact Information

Jessie Koltz, PhD, NCC, NCSC, ACMHC

You can contact me:

1. *Via your Canvas Inbox*
2. *Phone: 435-797-1250*
3. *Email: Jessica.Koltz@usu.edu*
4. *If you'd like to schedule a meeting with me, please check out my availability [here!](#)*

Office hours: Thursdays 4-6pm: Please register in advance for this meeting [here](#), so I know who will attend each week! After registering, you will receive a confirmation email containing information about joining the meeting. Or you are welcome to set up an appointment with me [here](#), individually during another free time of mine throughout the week.

Graduate Program Coordinator: Meg Campbell, M.Ed. LSC

For additional assistance, contact Meg Campbell, School Counseling Program Coordinator, at meg.campbell@usu.edu.

*Be advised that your instructor and/or graduate program coordinator will make every effort to respond to communication ASAP. It may take up to 48 hours for a response but we will try to get back to you at our earliest convenience. Please plan accordingly.

Course Description

This course serves as an introduction to the role and function of school counselors. The course will include an overview of the history of school counseling and the role of school counselors in developing a comprehensive and systemic school counseling program. Students will examine the role of the professional school counselor and attain the skills necessary to establish an effective school counseling program using the frameworks of the ASCA National Model and the Utah College and Career Readiness School Counseling Program Model.

Course Mode: Online/Virtual (alternating)

Class Time (via Zoom): 8-10:30 PM

Course Dates: Tuesdays from **August 29, 2023 – December 12, 2023** (15-week Session with finals week on 12/12/23)

- Zoom Meeting Dates:
 - **First day of class only: 8/29 (8-9:15PM)**
 - Every other Tuesday: 9/12, 9/26, 10/10, 10/24, 11/7, 11/21, 12/5 will all meet from **8-10:30 PM**
- Online Dates: 9/5, 9/19, 10/3, 10/17, 10/31, 11/14, 11/28, 12/12 (final)
- Finals Week: December 11-15

Course and Department Librarian: Dory Rosenberg

Please schedule to meet with your librarian [here](#).

Email: dory.rosenberg@usu.edu

Phone: [\(435\) 797-2681](tel:(435)797-2681)

Land Grant Acknowledgement

As a land-grant institution, Utah State University campuses and centers reside and operate on the territories of the eight tribes of Utah, who have been living, working, and residing on this land from time immemorial. These tribes are the Confederated Tribes of the Goshute Indians, Navajo Nation, Ute Indian Tribe, Northwestern Band of Shoshone, Paiute Indian Tribe of Utah, San Juan Southern Paiute, Skull Valley Band of Goshute, and White Mesa Band of the Ute Mountain Ute. We acknowledge these lands carry the stories of these Nations and their struggles for survival and identity. We recognize Elders past and present as peoples who have cared for, and continue to care for, the land. In offering this land acknowledgment, we affirm Indigenous self-governance history, experiences, and resiliency of the Native people who are still here today” ([Land Acknowledgement Statement | USU](#)).

School-Life Conflict

Many students face obstacles to their education as a result of work or family obligations or unforeseen personal difficulties. If you are experiencing challenges throughout the term there are impacting your ability to succeed in this course, or in your graduate career more broadly, please reach out to your secondary supervisor and/or course instructor immediately so that we can work together to form a plan for your academic

success. If you are unable to attend our drop-in/consultation hours, please email to set up a time that works for you or arrange a meeting by Zoom.

Required Course Materials

Textbook:

- American School Counselor Association (2012). *The ASCA National Model: A Framework for School Counseling Programs*, 4th ISBN: 978-1929289592

Additional Required Resources/Readings (free virtually):

- Utah College and Career Readiness School Counseling Program Model, 3rd edition (available online at <https://www.schools.utah.gov/file/058ab549-0d27-437e-be6e-4ce7c6421b7d>).
- On-Site Review Performance Self-Evaluation for Existing Programs, Version 3 (available online at <https://www.schools.utah.gov/file/cbb70085-4dbe-4d8e-a4c2-5612c48c71ba>).
- Elementary Utah College and Career Readiness School Counseling Program Implementation Guide, Version 1 (available online at <https://www.schools.utah.gov/file/25817fa4-b7b4-4ca2-87fa-58fb408a17ec>).

Additional readings will be assigned to add depth to the understanding of implementing comprehensive and systemic school counseling programs and will be available in Canvas.

Other Helpful Materials:

- APA Paper Format: <https://apastyle.apa.org/style-grammar-guidelines/paper-format>Links to an external site.
- Purdue OWL (2016). *APA formatting and style guide*. Retrieved from the Purdue Online Writing Lab (OWL) <https://owl.english.purdue.edu/owl/resource/560/01/>
- USU Library: <https://library.usu.edu>

Course Objectives:

This course will cover the following USU Program objectives:

1. History and development of school counseling
2. History and philosophy of the counseling profession and its specialty areas
3. The role and process of the professional counselor advocating on behalf of the profession

4. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
5. Strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development
6. Strategies for career development program planning, organization, implementation, administration, and evaluation
7. Needs assessments
8. Evaluation of counseling interventions and programs
9. Analysis and use of data in counseling
10. School counselor roles as data-driven leaders, advocates, collaboration, and systemic change agents in P-12 schools
11. Community resources and referral sources professional organizations, preparation standards, and credentials relevant to the practice of school counseling
12. Development of school counseling program mission statements and objectives
13. Systemic dropout prevention
14. Strategies to promote equity in student achievement and college access
15. Use of accountability data to inform decision making

Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) as early in the semester as possible (University Inn # 101, 435-797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Course Requirements

General Requirements: Students are expected to attend class via Zoom every other week, complete all reading requirements, submit all assignments and discussion posts on time, take all quizzes and exams, and actively participate in class discussions.

Students will be assigned weekly homework assignments, which may include required readings, individual assignments/tasks, discussions, quizzes, and/or exams. Homework is due on Tuesdays before class begins/by 7:30PM on alternating weeks unless otherwise noted in Canvas.

Students are allowed to work ahead in the course (with the exception of exams). All assignments, tasks, quizzes, exams, and discussions are due by the specified deadlines unless there are "extenuating circumstances" (i.e., circumstances that lie outside of the

control of the student - doctor-ordered absences, death in the immediate family, etc.) and prior arrangements have been made with the instructor. Please see the University's website relating to the [excused absence policy](#).

Attendance & Participation: Students are expected to attend class via Zoom (cameras on) every other week, participate in discussions, and complete in-class assignments to receive full points for attendance and participation (5% of the final grade). Students are expected to notify the instructor in advance if they will be missing class.

You are preparing for a profession in which your daily presence is imperative to the success of your students, and your attendance in this class begins to represent that commitment. Further, this is a discussion and activity-oriented class – the learning comes through participation in those activities and discussions, not through reading alone. Class sessions provide opportunities for you to ask questions, interact with your peers and instructor, and dive deeper into course concepts. Your active participation is essential to each of us becoming better educators and school counselors.

At the same time, each of our lives have unique contexts that may require an occasional absence. Please inform your instructor in advance if you will miss class so she can plan appropriately. If you have to miss class entirely, you will need to watch the class recording found in the "Media Gallery" tab on the left-hand side of Canvas.

Vacations, attendance at weddings (except your own, for your children and those of siblings) are NOT acceptable absences. Please see the University's website relating to the [excused absence policy](#).

Unexcused absences, where the student is requesting to miss class for instances such as a family emergency, or other reasons not identified in the university's excused absence policy above, will not exceed 20% over the semester.

Participation and attendance are key to supporting your journey in your learning experience this semester so when students are not ill, it is imperative to be engaged in class discussions and collaborating with your instructor and group to learn all you can.

Individual Assignments: Students will complete nine individual assignments to demonstrate skill in applying the principles from assigned readings and lectures. Individual assignments are due on Tuesdays by 7:30 PM. Late assignments will still be accepted when a student fills out the late work explanation form: <https://forms.office.com/r/CnEJ8R8FG>. with as much prior notice as possible. Assignments submitted early may not be graded until after the due date.

Individual Tasks: Students will be assigned individual tasks throughout the course to support in-class activities and the final group project. Individual tasks

are due on Tuesdays by 7:30 PM unless otherwise noted in Canvas. Tasks completed after the specified deadline will still be accepted, however, you will need to complete the late work explanation form: <https://forms.office.com/r/CnEJ8R8FGy>, with as much prior notice as possible. Assignments submitted early may not be graded until after the due date.

Discussions: There will be a student introduction and two discussions throughout the course. Students will be required to respond to the questions posed by the due date outlined in the course overview. Students must also provide a thoughtful response to at least two other students' posts.

- Original discussion posts are due on Fridays by 11:59 PM.
- Responses are due by Sundays at 11:59 PM following the discussion due date.

Quizzes: Quizzes are designed to assess required readings, lectures, guest speakers, and course content. Quizzes will consist of multiple-choice, short answer, and true/false questions.

Comprehensive Exams: Students will complete two comprehensive exams. The first exam will assess the student's knowledge of the ASCA National Model: A Framework for School Counseling Programs (4th Edition). The second exam will assess the student's knowledge of the Utah College and Career Readiness School Counseling Program Model (3rd Edition). Both exams will consist of 30 multiple-choice, matching, and true/false questions. Exams cannot be taken after the specified deadline unless there are extenuating circumstances and prior arrangements have been made with the instructor.

Final Group Project: Students will complete a final group project to demonstrate an understanding of the program components necessary to design, implement, and evaluate a comprehensive and systemic school counseling program. Students will submit their group assignments through a shared Box folder (which can be found here: <https://usu.box.com/v/Fall20236240FinalGroupProject>) and participate in a mock school counseling program review during the last two weeks of the semester. Group assignments will not be accepted after the specified deadline unless there are extenuating circumstances and prior arrangements have been made with the instructors.

Course Learning Outcomes	IDEA Learning Objectives	Assessment/Assignment
<p><i>Students will gain knowledge of and/or practice with:</i></p> <ol style="list-style-type: none"> 1. History and development of school counseling 2. History and philosophy of the counseling profession and its specialty areas 3. The role and process of the professional counselor advocating on behalf of the profession 4. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues 	<ol style="list-style-type: none"> 1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) 	<ul style="list-style-type: none"> • Assignment 1: The Evolution of School Counseling • Assignment 2: Take a Position • Assignment 3: USBE/ASCA/USCA Web Search • Assignment 5: Direct and Indirect Student Services Elevator Speech • Quiz 1
<ol style="list-style-type: none"> 5. Strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development 6. Strategies for career development program planning, organization, implementation, administration, and evaluation 7. Needs assessments 8. Evaluation of counseling interventions and programs 9. Analysis and use of data in counseling 	<ol style="list-style-type: none"> 3. Learning to apply course material 11. Learning to analyze and critically evaluate ideas, arguments, and points of view 	<ul style="list-style-type: none"> • Assignment 4: Belief Paper • Discussion 2: Compare/Contrast the ASCA and Utah Models • Quiz 3
<ol style="list-style-type: none"> 8. Evaluation of counseling interventions and programs 	<ol style="list-style-type: none"> 4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course 	<ul style="list-style-type: none"> • Assignment 6: Plan for College and Career Readiness (PCCR) Meeting Analysis

<p>9. Analysis and use of data in counseling</p> <p>10. School counselor roles as data-driven leaders, advocates, collaboration, and systemic change agents in P-12 schools</p> <p>11. Community resources and referral sources professional organizations, preparation standards, and credentials relevant to the practice of school counseling</p>		<ul style="list-style-type: none"> • Assignment 7: A Tiered Approach to Prevention and Intervention • Discussion 1: Program Focus Beliefs • Quiz 2
<p>12. Development of school counseling program mission statements and objectives</p> <p>13. Systemic dropout prevention</p> <p>14. Strategies to promote equity in student achievement and college access</p> <p>15. Use of accountability data to inform decision making</p>	<p>12. Learning to apply knowledge and skills to benefit others or serve the public good</p>	<ul style="list-style-type: none"> • Assignment 8: Effective Lesson Planning • Assignment 9: The Principal/Counselor Relationship • Final Group Project • Comprehensive Exams

Grading

Grading Scheme	
Attendance & Participation	5%
Individual Tasks	5%
Individual Assignments	30%
Discussions	10%
Quizzes	10%
Comprehensive Exams	20%
Final Group Project	20%

Grading Scale

A = 93% or higher	A- = 92.9% - 90%	B+ = 89.0% - 87%	B = 86.9% - 83%
B- = 82.9% - 80%	C+ = 79.9% - 77%	C = 76.9% - 73%	C- = 72.9% - 70%
D+= 69.9% - 67%	D = 66.9% - 60%	F = 59.9% or below	

Course Fees

Instructors that utilize course fees should identify the amount and explain the purpose of the course fee on the top half of the first page of the syllabus. Course fees are listed in the catalog.

Library Services

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at libguides.usu.edu/rc

Respect for Diversity

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: <https://studentaffairs.usu.edu>, (435) 797-1712, studentservices@usu.edu, TSC 220

- Student Legal Services: <https://ususa.usu.edu/student-association/student-advocacy/legal-services>, (435) 797-2912, TSC 326,
- Access and Diversity: <http://accesscenter.usu.edu>, (435) 797-1728, access@usu.edu; TSC 315
- Multicultural Programs: <http://accesscenter.usu.edu/multiculture>, (435) 797-1728, TSC 315
- LGBTQA Programs: <http://accesscenter.usu.edu/lgbtqa>, (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: <https://www.usu.edu/provost/diversity>, (435) 797-8176

You can learn about your student rights by visiting: The Code of Policies and Procedures for Students at Utah State University: <https://studentconduct.usu.edu/studentcode>.

Classroom Civility

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read [Student Code Article V Section V-3](#) for more information.

Course Schedule

Please note that the class schedule is not a binding contract and is subject to revisions, as needed, during the term. Students will be notified in advance regarding any changes.

Class Dates and Topics					
Class Date	Module	Delivery Method	Topic	Readings	Submit
August 29	Module 1	Zoom	Course Overview Start With Why?	N/A	Student Introductions Due 9/1 Due 9/3 (responses)

Class Dates and Topics					
Class Date	Module	Delivery Method	Topic	Readings	Submit
September 5	Module 2	Online	History of School Counseling	Module 2 required reading	Assignment 1: The Evolution of School Counseling Due 9/12
September 12	Module 3	Zoom	ASCA Model Introduction & Define	ASCA Model Preface, Introduction, Executive Summary, and Section 1: Define (pgs. vi-28)	Assignment 2: Take a Position AND Group Project Sign Up Due 9/19
September 19	Module 4	Online	ASCA Model Manage	ASCA Model Section II: Manage (pgs. 29-76)	Quiz 1: ASCA National Model Manage Webinar Quiz Due 9/26
September 26	Module 5	Zoom	ASCA Model Deliver & Assess	ASCA Model Section III: Deliver & Section IV: Assess (pgs. 77-114) Module 4 required reading	Discussion 1: Program Focus Beliefs Due 9/29 (original post) Due 10/1 (responses) ASCA Model Comprehensive Exam Due 10/3
October 3	Module 6	Online	Introduction to USBE & Utah Model Who We Are	Utah Model Executive Summary, Introduction, Appendix A, and Ch. 3 (pgs. xi-xvi, pgs. 1-4, pgs. 61-67, and pgs. 17-24)	Assignment 3: USBE/ASCA/USCA Web Search Due 10/10

Class Dates and Topics

Class Date	Module	Delivery Method	Topic	Readings	Submit
				On-Site Review Performance Self-Evaluation for Existing Programs Module 5 required reading	
October 10	Module 7	Zoom	Utah Model Data-Driven Leadership	Utah Model Ch. 2 (pgs. 5-16) Module 6 required reading Performance Self-Evaluation (Standards 1 & 2)	Assignment 4: Belief Paper Due 10/17
October 17	Module 8	Online	Utah Model What We Do	Utah Model Ch. 4, Appendix B & Appendix C (pgs.25-34 & pgs. 69-84) Module 7 required reading	Assignment 5: Direct and Indirect Student Services Elevator Speech AND Quiz 2 AND Create a CTE Survey Account Due 10/24
October 24	Module 9	Zoom	Ask an Expert: Final Group Project In-Class Collaboration	Module 15: Final Group Project requirements and expectations	Discussion 2 Due 10/27 (original post) Due 10/31 (responses) Exit Ticket Due 10/31

Class Dates and Topics

Class Date	Module	Delivery Method	Topic	Readings	Submit
October 31	Module 10	Online	Utah Model Plan for College and Career Readiness & Career Literacy	Module 10 required reading Performance Self-Evaluation (Standards 3 & 4)	Assignment 6: PCCR Meeting Analysis AND Quiz 3 Due 11/7
November 7	Module 11	Zoom	Utah Model Systemic Approach to Dropout Prevention with Social-Emotional Supports	Module 11 required reading Performance Self-Evaluation (Standard 6)	Assignment 7: A Tiered Approach to Prevention and Intervention Due 11/14
November 14	Module 12	Online	Utah Model Collaborative Classroom Instruction	Module 12 required reading Performance Self-Evaluation (Standard 5)	Assignment 8: Effective Lesson Planning AND Final Group Project Evidence Box Submissions Due 11/21
November 21	Module 13	Zoom	Utah Model How We Do It & Why It Matters	Utah Model Ch. 5 & Ch, 6 (pg. 35-58) Module 13 required reading Performance Self-Evaluation (Standard 7 & Assurances)	Assignment 9: The Principal/Counselor Relationship Due 11/28

Class Dates and Topics					
Class Date	Module	Delivery Method	Topic	Readings	Submit
November 28	Module 14	Online	College and Career Readiness & Elementary School Counseling Programs	Elementary Utah College and Career Readiness School Counseling Program Implementation Guide	Utah Model Comprehensive Exam Due 12/5
December 5	Module 15	Zoom	Group Project: Mock Formal Review	N/A	Group Project: Mock Formal Review Due 12/5
December 12 Finals Week (no class)	N/A	N/A	N/A	N/A	Final Group Project Self-Reflection AND (optional) Praxis Prep (ungraded) Exam Due 12/15

USU Policies and Procedures

Refer to the [USU Policies and Procedures](#) for other important information pertaining to this course.

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [USU Policy 403](#) further defines academic freedom and professional responsibilities.

Academic Integrity - "The Honor System"

The University expects that students and faculty alike maintain the highest standards of academic honesty. The Code of Policies and Procedures for Students at Utah State University ([Student Conduct](#)[Links to an external site.](#)) addresses academic integrity and honesty and notes the following:

- **Academic Integrity:** Students have a responsibility to promote academic integrity at the University by not participating in or facilitating others' participation in any act of academic dishonesty and by reporting all violations or suspected violations of the Academic Integrity Standard to their instructors.
- **The Honor Pledge:** To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity". Violations of the Academic Integrity Standard (academic violations) include, but are not limited to cheating, falsification, and plagiarism

Plagiarism

Plagiarism includes knowingly "representing by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, and denial or revocation of degrees.

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII](#).

Discrimination and Sexual Misconduct

USU strives to provide an environment for students and employees that is free from [discrimination](#) and [sexual misconduct](#). If you experience sexual misconduct or discrimination at any point during the semester inside or outside of class, you are

encouraged to contact the [USU Title IX Coordinator](#) via Old Main room 161 in Logan, [435-797-1266](tel:435-797-1266), titleix@usu.edu, or at equity.usu.edu/report. You can learn more about the USU resources available for individuals who have experienced sexual misconduct at sexualrespect.usu.edu. Resources for individuals who have experienced discrimination are listed at equity.usu.edu.

Required Reporting of Sexual Misconduct

The instructor is designated by USU as a "[reporting employee](#)." This means that if you share information about [sexual misconduct](#) (sexual harassment, sexual assault, relationship violence, or sex-based stalking) with the instructor, they *will report* that information to the [USU Title IX Coordinator](#). The instructor is also required to tell you about [designated confidential resources](#), [supportive measures](#), and [how you can file a report](#) with the USU Title IX Coordinator.

Withdrawal Policy, "I" Grade Policy and Dropping Courses

If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. (This does not remove responsibility from the student to drop courses which they do not plan to attend.) Students who are dropped from courses will be notified by the Registrar's Office through their preferred e-mail account.

Students may drop courses without notation on the permanent record through the first 20 percent of the class. If a student drops a course following the first 20 percent of the class, a W will be permanently affixed to the student's record (check [General Catalog](#) for exact dates).

Students with extenuating circumstances should refer to the policy regarding Complete Withdrawal from the University and the Incomplete (I) Grade policy in the General Catalog.

No-Test Days Policy

For classes that meet for a full semester, a five-day period designated as "no-test" days precedes final examinations. During this time, no major examinations, including final examinations will be given in order that students may concentrate on classwork, the completion of special assignments, writing projects, and other preparation for duly scheduled final examinations. Approved exceptions include final papers, weekly chapter quizzes, quizzes, projects, and examinations associated with a lab that does not meet during final examinations. This policy does not apply to classes that meet only during the

second 7-week session of the semester or to classes offered during the summer term. Complete information related to [Final Examination Policies](#) can be reviewed in the General Catalog.

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](#)
- [Student Code](#)
- [Academic Integrity](#)
- [USU Academic Policies and Procedures](#)
- [Academic Freedom and Professional Responsibility Policy](#)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

General Health Protocols

The cold, flu, COVID-19, and other illnesses can have an impact on the health of our university community. USU welcomes the wearing of masks in all university buildings and encourages taking measures to mitigate risk as recommended by federal and state public health officials: getting vaccinated, staying home if you are sick (even with mild symptoms), and frequent hand washing.

Assumption of Risk

All classes, programs, and extracurricular activities within the University involve some risk, and some involve travel. The University provides opportunities to participate in these programs on a voluntary basis. Therefore, students should not participate in them if they do not care to assume the risks. Students can ask the respective program

leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, students do so at their own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at <http://www.usu.edu/riskmgt/>.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at [Counseling and Psychological Services \(CAPS\)](#).

Students are also encouraged to download the [“SafeUT App”](#) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.