



REH 6170: Counseling Internship I

Course Syllabus

Fall, 2024

Instructor and Course Information	
Instructor	Michael Gerald, PhD, CMHC, CRC, LMHC (Iowa)
Email	michael.gerald@usu.edu
Phone	(435) 797-3478
Office Location	SCCE 430
Office Hours (Zoom Link)	<i>By Appointment Only</i> Office Hours Zoom Link can be located on the home page of our canvas site
Course Number	REH 6170
Course Name	Counseling Internship I
Credit Hours	4 Credit Hours
Course Location (Zoom Link)	Main Classroom: Zoom Link Available on Home Page of Canvas Site
Course Meeting Dates & Times	Our Class will meet <i>live</i> on Tuesday , from 5:00pm – 7:00pm MST Fall, 2024, 16-Week Session runs from 08/26/2024 – 12/13/2024

Indigenous Land Acknowledgement

It is important to acknowledge that I am broadcasting this class from the traditional homelands of the Shoshone-Bannock and Eastern Shoshone peoples. We must acknowledge that the land we are meeting on this semester is the original homeland of indigenous people. As counselors, respecting the histories and cultural identities of the clients we see is vital, so I believe it is



important to acknowledge the painful history of genocide and forced removal of indigenous persons from this territory. I wish to honor and respect the many diverse indigenous peoples still connected to this land on which we gather.

Course Description

While supervised by site supervisors and the internship coordinator, students provide counseling services to individuals with disabilities in **Clinical Mental Health Counseling** settings (e.g., rehabilitation agency, clinical mental health, community rehabilitation program, Veterans' Administration). Must be a minimum of 300 hours.

Readings

Selected readings will be posted in Canvas. Supplemental readings can also be downloaded from the course website. Students must complete all readings prior to the class period for which they are assigned, and come prepared to discuss the readings in class. Students should expect to study the readings as necessary to understand the material.

Additional References: Students may refer to texts used in their REH 6130-Rehabilitation Counseling Skill Development and REH 6200-Theories of Counseling Applied to Personas with Disabilities courses. Selected readings for class assignments will be posted in CANVAS.

Optional Texts: *Certified Rehabilitation Counselor Examination Preparation, Second Edition: A Concise Guide to the Rehabilitation Counselor Test* by Fong Chan, Malachy Bishop, Julie Chronister, Eun-Jeong Lee, Chung-YI Chiu

Purpose and Objectives

The **Clinical Rehabilitation Counseling** Internship provides students with the opportunity to practice the theories, approaches, and skills developed in previous coursework and experiences. The purpose of this course is to provide students with a supervised field experience in a rehabilitation counseling, mental health, or related counseling setting. Students are expected to spend a total of 600 hours in an approved **mental health counseling** setting such as a private counseling practice, community mental health agency, university-based counseling service, or other mental health counseling setting approved by the internship coordinator. All students are encouraged and RSA grant recipients are required to have experience working in the state VR system either as a practicum or internship student. Forty percent, or a minimum of 240 hours, need to be spent providing direct services to individuals with disabilities.

By the end of the Clinical Rehabilitation Counseling Internship students will have developed and strengthened:



- The ability to establish and maintain effective counseling relationships. At least 240 hours of the internship time (600 total hours required) needs to be spent engaged in direct client service. For internship students, this may include limited time observing other professionals working with clients but should primarily spent providing direct services to clients with disabilities. See Internship Manual for additional clarification and examples of direct client contact activities.
- The ability to conceptualize and integrate a client's personal, social, vocational, medical and environmental situation.
- Formulate sound and realistic rehabilitation plans, make optimum use of available rehabilitation services, and evaluate the progress of clients in their rehabilitation plan.
- Plan and organize work, write reports, and maintain adequate records.
- Form effective relationships with rehabilitation clients, staff, supervisors and external agency professionals.
- The ability to assess and draw accurate inferences about clients from observing their behavior both inside and outside of the counseling situation.
- The capability to interpret vocational tests and other information to clients and other professionals.
- Perform rehabilitation counseling tasks with a minimal level of supervision.
- Maintain professional and ethical standards in work responsibilities and relationships.

CACREP Standards Addressed in this Course

- Theories and models of counseling, including relevance to clients from diverse cultural backgrounds (*CACREP Standard 3.E.1.*).
- Critical thinking and reasoning strategies for clinical judgment in the counseling process (*CACREP Standard 3.E.2.*).
- Case conceptualization skills using a variety of models and approaches (*CACREP Standard 3.E.3.*).
- Culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities (*CACREP Standard 3.E.7.*).
- Counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships (*CACREP Standard 3.E.8.*).
- Goal consensus and collaborative decision-making in the counseling process (*CACREP Standard 3.E.12.*).
- Developmentally relevant and culturally sustaining counseling treatment or intervention plans (*CACREP Standard 3.E.13.*).
- Theoretical foundations of group counseling and group work (*CACREP Standard 3.F.1.*).
- Dynamics associated with group process and development (*CACREP Standard 3.F.2.*).
- Therapeutic factors of group work and how they contribute to group effectiveness



(CACREP Standard 3.F.3.).

- Characteristics and functions of effective group leaders (CACREP Standard 3.F.4.).
- Approaches to group formation, including recruiting, screening, and selecting members (CACREP Standard 3.F.5.).
- Application of technology related to group counseling and group work (CACREP Standard 3.F.6.).
- Types of groups, settings, and other considerations that affect conducting groups (CACREP Standard 3.F.7.).
- The counselor education program provides ongoing support to help students find fieldwork sites that are sufficient to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as professional counselors within their CACREP specialized practice areas (CACREP Standard 4.A.).
- Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship (CACREP Standard 4.B.).
- Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types (CACREP Standard 4.C.).
- Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum and internship (CACREP Standard 4.D.).
- In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group (CACREP Standard 4.E.).
- Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship (CACREP Standard 4.F.).
- Programs provide a fieldwork handbook to all students and fieldwork site supervisors, for all program delivery types, detailing requirements, expectations, policies, and procedures, including (CACREP Standard 4.G.):
 - CACREP standards and definitions related to supervised practicum and internship
 - Supervision agreement
 - Evaluation procedures and requirements
 - Policy for student retention, remediation, and dismissal from the program.
- Written supervision agreements (CACREP Standard 4.H.):



- Define the roles and responsibilities of the faculty supervisor, field experience site supervisor, and student during practicum and internship.
- Include emergency procedures.
- Detail the format and frequency of consultation between the counselor education program and the site to monitor student learning.
- The counselor education program provides orientation to fieldwork site supervisors regarding program requirements and expectations (*CACREP Standard 4.I.*).
- During entry-level professional practice experiences, the counselor education program engages in consultation with the fieldwork site supervisor to monitor student learning and performance in accordance with the supervision agreement (*CACREP Standard 4.J.*).
- The counselor education program provides professional development opportunities to fieldwork site supervisors for all program delivery types (*CACREP Standard 4.K.*).
- Students have opportunities to evaluate their experience with the practicum and internship placement process (*CACREP Standard 4.L.*).
- Students have regular, systematic opportunities to evaluate practicum and internship fieldwork sites and site supervisors (*CACREP Standard 4.M.*).
- After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their CACREP specialized practice area (*CACREP Standard 4.U.*).
- Internship students complete a minimum of 240 hours of direct service with actual clients (*CACREP Standard 4.V.*).
- Throughout the duration of the internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following (*CACREP Standard 4.W.*):
 - A counselor education program faculty member, or
 - A doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or
 - A fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- Throughout the duration of the internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following (*CACREP Standard 4.X.*):
 - A counselor education program faculty member or
 - A doctoral student supervisor who is under the supervision of a qualified core or



affiliate counselor education program faculty member.

Grading Guidelines & Policies

Course Assignments & Point Totals

Assignment	Description	Total Points	Due Date
Weekly Summaries (14)	Complete a weekly summary and submit electronically in Canvas each week. Summaries are due by Tuesday of the following week. Summaries should reflect and validate work on internship objectives and be no longer than two pages. Total hours spent each week need to be listed as well as how many of those hours were spent in direct client contact. Students will use the weekly summary form posted in Canvas.	140	Weekly
Professional Development Goals	Students will come up with a minimum of two Professional Development Goals that they will work toward during the semester. Students will come up with two actionable steps or objectives for each goal. It is expected the goals will be ongoing, but students should create steps or objectives that are obtainable and can be updated.	100	09/10/2024
Attendance and Participation	Attend and participate in weekly internship classes. Students need to come to class prepared to either present or evaluate a counseling session. Case conceptualizations	100	Weekly



will be posted in Canvas for review prior to class. **Attendance Policy:** This class is dependent on peer feedback and participation during the designated class time. Groups are small to help facilitate participation and honest constructive feedback. Missing more than 2 classes for any reason will require a meeting to discuss the feasibility of continuing in the class.

Video Recording (x2)	Video record two counseling sessions for evaluation by instructors and feedback from peers. More specific information for the Video Recording will be made available on Canvas.	200	Recording #1: 10/08/2024 Recording #2: 11/26/2024
Peer Evaluations (6)	Complete a peer Counseling Skills Evaluation Rubric for each of the counseling sessions viewed in class. This document can be found in Canvas and will be uploaded as an assignment by the Tuesday following each video. (All peer evaluations must be submitted in order to pass the class.)	60	Peer Review #1: 10/15/2024 Peer Review #2: 10/22/2024 Peer Review #3: 10/29/2024 Peer Review #4: 11/05/2024 Peer Review #5: 11/12/2024 Peer Review #6: 11/19/2024
Group Counseling Assignment	In addition to the development of individual counseling skills, students will develop and apply group counseling skills. Students	50	12/03/2024



will prepare to lead or co-lead a counseling or psychoeducational group. This must include a minimum of 5 group sessions. (If the student is working with a closed group the student will need to participate in the group for the established time period even if this goes beyond 5 sessions.) **This semester** students will complete a Group Work Planning Guide to prepare for their group work experience next semester.

Final Paperwork	Complete and submit the required final paper work with the Internship Portfolio. This includes the Internship Experience Time Sheet signed each week by the internship site supervisor, and the Reflection on Learning Objectives Assignment . An Internship Site Supervisor Evaluation should be completed by the site supervisor and reviewed with the student. This evaluation should be included in the Internship Portfolio.	100	12/13/2024
Total Points		750	

Grading Scale

Grade	Points	Percentage	Grade	Points	Percentage
A	705-750	94%-100%	C	555-599	74%-79%
A-	675-704	90%-93%	C-	525-554	70%-73%
B	630-674	84%-89%	D	480-524	64%-69%
B-	600-629	80%-83%	D-	450-479	60%-63%

Other Course Expectations



- **In-Class Work and Attendance**
 - Attend and participate in weekly internship classes. Students need to come to class prepared to either present or evaluate a counseling session. Case conceptualizations will be posted in Canvas for review prior to class. Attendance Policy: This class is dependent on peer feedback and participation during the designated class time. Groups are small to help facilitate participation and honest constructive feedback. Missing more than 2 classes for any reason will require a meeting to discuss the feasibility of continuing in the class.
- **Technology**
 - As this is a distance-based learning course, students will be expected to have access to technology that enables them to take part in classroom lectures and complete class assignments on Canvas. Technology necessary in this class includes, but is not limited to: a computer, internet access, login information and access to USU library resources, a working microphone and working speakers, headphones, and access to a quiet environment with limited distractions. If you experience limitations in your access to technology required for a distance learning course, please let me know and I am happy to help you locate resources or provide accommodations.
- **Canvas**
 - All assignments will be turned in using our Canvas site. Assignments sent via email as attachments **will not be accepted** unless previously approved by the instructor. All assignments are due on the due date, by 11:59pm.
- **NOTE: It is important for students to understand that evaluation of counselors in training extends beyond letter grades, completed assignments, and points earned. Students are also evaluated in terms of their professional practice competency, so please be mindful that your conduct in the course as a group leader, group member, and student, is equally important in terms of evaluation to your ability to complete assignments.**

Disclaimer

Adjustments in syllabi are often necessary to best achieve the purpose and objectives of the course. I reserve the right to change readings, assignments, and the relative importance of the assignments for the final grade. If changes are necessary, students will be given reasonable advanced notice and rationale for changes. In the event changes are made, the amended syllabi will be discussed in class and uploaded into CANVAS.

Special Education and Rehabilitation Department Policies for Grading Guidelines

1. Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses.



2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.
3. All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program (a USU Graduate School policy).

Academic Honesty

It is expected that student work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

Notice of Academic Dishonesty

The University expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the University concerning academic honest, the following information is quoted from the code of Polices and Procedure for Students at Utah State University, Article V, Section 3; Violations of University Standards, Acts of Academic Dishonesty:

- A. Cheating includes intentionally: Using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity; Depending upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; and Engaging in any form of research fraud.
- B. Falsification includes the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.
- C. 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 acknowledgement. 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
<http://catalog.usu.edu/content.php?catoid=12&navoid=3140&hl=Integrity&returnto=search>

Violations of the above policy will subject the offender to the University discipline procedures as outlined in Article VI, Section 1 of the Handbook. Those procedures may lead to: (a) a reprimand; (b) a grade adjustment; (c) being placed on warning or probation; (d) suspension from the University; or (e) expulsion from the University.

[Learn more about the USU student code of conduct.](#)



Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: Article VII Grievances (<https://studentconduct.usu.edu/studentcode/article7>).

General Course Policies

Distance learning presents some pedagogical challenges for both instructors and students. Therefore, to maximize learning in this course, students are expected to participate in all Zoom sessions in a professional manner. Students should minimize distraction by turning off other electronic devices (e.g. televisions, cell phones, etc.) and minimizing other Internet web pages while class is in session. Students are required use the raise hand feature on adobe connect to ask questions and dialogue with the instructor. Students are also required to participate in in class group activities. During these discussions, students must use their microphone. Please remember to mute your microphone when you are not speaking.

Learning Environment

Proper decorum is to be observed in the virtual classroom, as outlined in the student code (<http://catalog.usu.edu/content.php?catoid=4&navoid=581>). Students are expected to engage in reasonable and substantial preparation for their coursework, to follow course and class guidelines as set forth in syllabi and as enunciated by their instructor, and to complete all academic exercises with integrity. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity. The following are the course policies that should be followed during all online discussions, activities, presentations, and testing.

1. Refrain from the use of excessive profanity or derogatory statements about sexual orientation, ethnicity, religion, race, gender, age, etc.
2. Respect your peers (e.g., do not judge opinions or monopolize the discussion thread).
3. Sharing of personal experiences is encouraged in the context of the course material. However, the instructor and the students are expected to maintain confidentiality and are asked not to discuss personal accounts shared by colleagues outside of the class setting.
4. Remember, cameras are required for full participation. Some classes may require the camera to be on all the time, other courses may require limited or no cameras. However, we encourage you to **consider your actions and environment** while on camera that may impact the learning environment for the class.
 - a. It may be necessary for you to arrange options for child care and pet care to minimize distractions.
5. Assignments are due on the dates noted in the course syllabus.



6. Audio signals on cell phones, pagers, and watches should be turned off, or, if you must be available, set them to vibrate. If you get a call that you need to take, take it outside of the “classroom”. Leave and return quietly with as little disruption as possible.
7. Please use your laptop only for class activities or discussions.

Professional Performance Standards (PPS)

Part of performing at your best level in this program will require a high degree of self-awareness. The following information is quoted from the Utah State University (USU) Rehabilitation Counseling Education Program performance policy...

The relationship between personal behavior and professional competence has long been recognized in the rehabilitation counseling field. Rehabilitation counselors must be aware of the impact of their own physical, mental, and/or emotional issues on the counseling process, and the potential harmful effects these unresolved issues can have on consumer progress and outcomes.

Additionally, the Code of Professional Ethics for Rehabilitation Counselors (CRCC, 2017; https://www.crc certification.com/filebin/pdf/ethics/CodeOfEthics_01-01-2017.pdf) states:

Section D.3.a - IMPAIRMENT. *Rehabilitation counselors are alert to the signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm the client or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time it is determined that they may safely resume their work. Rehabilitation counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent harm to the client. (See A.9.d.)*

If you feel you are struggling in any way, we as faculty encourage you to reach out to us. We will work together to find suitable methods for supporting you.

In addition to meeting the academic standards set forth in the USU Rehabilitation Counseling Program, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by the Commission on Rehabilitation Counselor Certification (CRCC, see the code of ethics page referenced above). More specific to this class and the overall rehabilitation counseling program, specific Professional Performance Standards include:

1. Openness to new ideas
2. Flexibility



3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Awareness of and attention to the unique cultural and societal issues related to disability

The rehabilitation counseling program has also adopted a set of professional dispositions to be demonstrated by all students. The professional dispositions include:

- Self-awareness, including humility, self-reflection, and understanding of place in history
- Integrity, including personal responsibility, maturity, honesty, courage, and congruence
- Commitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- Openness to idea, learning, change, giving and receiving feedback, others, and self-development
- Respect to self and others, including honoring diversity, self-care, and wellness

Skills: At a minimum, students are expected to develop a graduate-level understanding of the following skills: research, writing, presentation, collaboration, technology, and critical thinking. It is also important that you do not make assumptions regarding the content, policy, or other elements of this class. Please feel free to contact me directly to address any questions or concerns you may have.

Professional Writing: Within graduate school and as a professional, it is expected that we be able to communicate clearly with precision and formality. Before any submission of any assignment, students can approach the Writing Center at USU for support in editing. The Writing Center has a link so you can schedule an online session if necessary. They can be reached by phone: (435) 797-2712, or Email: usuwritingcenter@gmail.com. More detailed information about the Writing Center can be accessed at: <https://writing.usu.edu>

Attendance: Students are expected to attend all live Zoom sessions. Attendance is a critical aspect of student success and classroom engagement. Students should let the professor know in advance if they need to be absent. In the event of a personal emergency, getting word to the professor about personal absences, as soon as possible, is appreciated. Should absences occur, students are expected to follow-up with peer colleagues regarding missed content, and then with the instructor for consultation, if further elaboration on content is needed.



Participation: Students are expected to participate in all teaching activities. Participation is a critical aspect of student success and classroom engagement. Sharing professional and personal experiences related to the topic under discussion is invited as a way of adding to the overall learning environment whether we are meeting online or in-person. Students are expected to demonstrate respect for one another in the way that they ask questions, make comments, and engage in the overall academic exchange of concepts, topics, and ideas.

Emotional and Mental Wellbeing

Graduate school can be a very stressful experience. Utah State University has a mission to support students in all facets of life including their emotional well-being. All USU students have access to confidential mental health services through Counseling and Psychological Services (CAPS). This includes a full range of counseling services, workshops, and support/therapeutic groups. If you live in the Logan area, CAPS is located in the Taggart Student Center (TSC 306, 435-797-1012). If you live outside the Logan area, please contact Justin Barker, PsyD at justin.barker@usu.edu. Services you may be eligible for include:

- Consulting, referral, and therapy via video conferencing
- Referrals to providers throughout the State of Utah
- Initial consultation and help with referral to out-of-state students
- Recorded and live workshops on common topics such as sleep, stress/anxiety, depression, etc.

If suicide is an issue, you can get help from the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

Additional Wellness and Support Resources

Emergency services for trauma or life-threatening situations, please call 911.

[National Suicide Prevention Lifeline](#) at 1-800-273-TALK (8255).

[Sexual Assault and Anti-Violence Information office \(SAAVI\)](#): 435-797-7273

Domestic Violence services –

- [National Domestic Violence Hotline](#)
 - 1-800-799-SAFE
- [More information about Domestic Violence and Services](#)
- [CAPSA](#)
 - 24-Hour Cache Valley Crisis Line: 435-753-2500.

[Utah State University Rehabilitation Counseling Master's Program](#)

- Kris Wengreen, Advisor kris.wengreen@usu.edu or 435-797-3246

Accommodations for Students with Disabilities

Students with ADA-documented physical, sensory, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll free at



1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. Their website can be found at: <https://www.usu.edu/drc/>

Utah State University Campus Policies (<https://studentaffairs.usu.edu>)

Utah State University (USU) is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination, and to fostering respect and dignity for all members of the USU community. [Title IX](#) and [USU Policy 339](#) address sexual harassment in the workplace and academic setting. The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. All USU [employees are required to report](#) any disclosures of sexual misconduct to the USU Title IX Coordinator. The only exceptions are for those who provide health care, mental health services and victim advocacy. [Learn more and access information and forms for reporting an incident to USU.](#)

Title IX – Sexual Misconduct and Discrimination

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and USU Policy 339 (<https://www.usu.edu/policies/339/> ([Links to an external site.](#))[Links to an external site.](#)) address sexual harassment in the workplace and academic setting. The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. Further information and forms for reporting an incident to USU can be found here: <http://aao.usu.edu>. If you or someone you know has experienced sexual assault, please contact the Sexual Assault and Anti-Violence Information office (SAAVI) at 435-797-7273 or see their website at www.usu.edu/saavi/, or contact the CAPSA 24-hour crisis line at (435) 753-2500. If you or someone you know needs emergency services for trauma or life-threatening situations please call 911.