



Student Success
UtahStateUniversity

Counseling and Prevention Services

Annual Report 2025-2026





Executive Director's Message

Eri Bentley

CAPS Executive Director



Dear Aggie Family,

We are grateful for the opportunity to be part of the Aggie Family and contribute to the well-being of our students and the community. During Fiscal Year 2026, CAPS served over 1,600 students through clinical services, an 8% increase from the previous year. We know it can be difficult to ask for help, and we do not take it for granted when students place their trust in us.

Our students work incredibly hard to balance academics, employment, relationships, and the many demands of life. While our Aggie Family is a resilient community, recent survey data remind us that many students continue to struggle, with 59% reporting at least one serious mental health concern and 54% reporting loneliness.

Seeking support can make a difference. Our data suggest that accessing CAPS services positively impacts student academic persistence, reinforcing that investing in mental health supports both personal well-being and academic success.

Our work extends beyond the therapy room. Through expanded wellness and prevention efforts, we reached more than 9,500 additional individuals through outreach, suicide prevention, alcohol and other drug education, and nutrition counseling. Our peer-to-peer programs continue to evolve, with our undergraduate REACH Peers helping fellow students build practical psychological skills and promoting well-being across campus. We also launched a new Prevention Internship and welcomed our first two student interns this summer to help expand suicide prevention and bystander intervention training efforts across the USU community.

We are fortunate to have an exceptional team of clinicians, specialists, trainees, and support staff who are deeply dedicated to our mission and care about our students' well-being. Their commitment to learning, collaboration, and innovation has allowed us to expand services while maintaining high-quality care. We are proud of what our team has accomplished together and grateful for their impact on the lives of students every day.

Well-being begins with belonging. We invite you to join us in promoting wellness for yourself and those around you, and in creating meaningful connections that help combat loneliness. We are your resource and welcome opportunities to partner with you to create a healthy and flourishing campus community.

Warmly,
Eri Bentley, Ph.D.
Executive Director
Counseling and Prevention Services

A handwritten signature in black ink that reads 'Eri Bentley'.



Who We Are

Strategic Priorities

1. Enhance student success by expanding access to comprehensive mental health and wellness care.
2. Promote prevention and wellness initiatives to enhance overall student mental health and well-being, thereby supporting their academic and personal success.
3. Increase contribution to workforce development through internships, practicum, and undergraduate training programs.

Our Vision

Counseling and Prevention Services (CAPS) strives to facilitate academic success of students at Utah State University by promoting their emotional and psychological wellness.

Accreditation

CAPS has maintained continuous accreditation through the International Accreditation of Counseling Services (IACS) since 1995.



Our Team

Leadership Team

Eri Bentley, Amy Kleiner, Dan Sorensen and Justin Barker

Clinical Staff

Charles Bentley, McKenna Deem Blaylock, Jill Ferrell, Monique Frazier, Mark Nafziger and Jonah Ngaluafe Swenson

Embedded Staff

Cole Anderson, Dawn Bates, Alex Calder, Joey Cohen and Olivia Huffman

Statewide Staff

Jenny Anderson, Nicole Black and Clark Ripplinger

Wellness Staff

Ryan Barfuss, Kaitlin Oliver and Brooke Parker

Support Staff

Sabrina Liu, Claire Hall and Lily Decker

Trainees (AY25)

Rowan Ashton, Meghan Olt, Mikaela Trussell, Kevin Chi, Jennifer Yazzie, Kit Greyson, Maddy Mills, Miriam Mukasa Kasozi, Katie Reiter-Lavery, Senyo Agbeyaka, Adlyn Perez-Figueroa, Katie Allen, Faith Anderson, Cassie Ingles, Emily Kuehnl, Tori Kunz, Nicole Leishman, Zaylie Paras, Paige Tackett and Jayden Yancey



Scope of Practice

CAPS provides comprehensive mental health resources to USU students and the campus community through clinical services, outreach, prevention and wellness initiatives, and workforce training programs. CAPS serves the USU system statewide, including both Logan and Statewide locations.

All USU students may benefit from certain CAPS services, including outreach programs, workshops, and wellness resources. Due to mental health licensure requirements, students must be physically located in the state of Utah to receive clinical services. Eligibility for ongoing individual counseling requires enrollment in a minimum of nine credit hours for undergraduate students and six credit hours for graduate students. The minimum enrollment requirement for participating in group therapy and support groups is three credit hours.

Individual therapy at CAPS follows a short-term, goal-focused treatment model designed to help students address concerns that affect their academic success, personal well-being, and overall functioning. Exceptions to the short-term model may be considered for students actively involved with the university's Behavioral Intervention Team (BIT) or when clinically indicated due to unique or complex circumstances.

Students requiring long-term treatment, specialized treatment, intensive outpatient services, or over levels of care beyond the scope of CAPS are connected with community resources through clinical case management support. This approach allows CAPS to maximize access to services while ensuring students receive the level of care most appropriate for their needs.





Student Mental Health Needs and Clinical Impact

Student Mental Health Trends

Mental Health Indicator	All USU	Logan	Statewide
Depression	35.5%	33.3%	47.0%
Anxiety	28.3%	26.5%	36.8%
Eating disorder	25.1%	23.7%	34.6%
Serious Suicidal Ideation	12.4%	11.7%	17.5%
Non-Suicidal Self-Injury	31.4%	32.6%	26.6%
Any mental health concern	59.4%	58.4%	67.6%

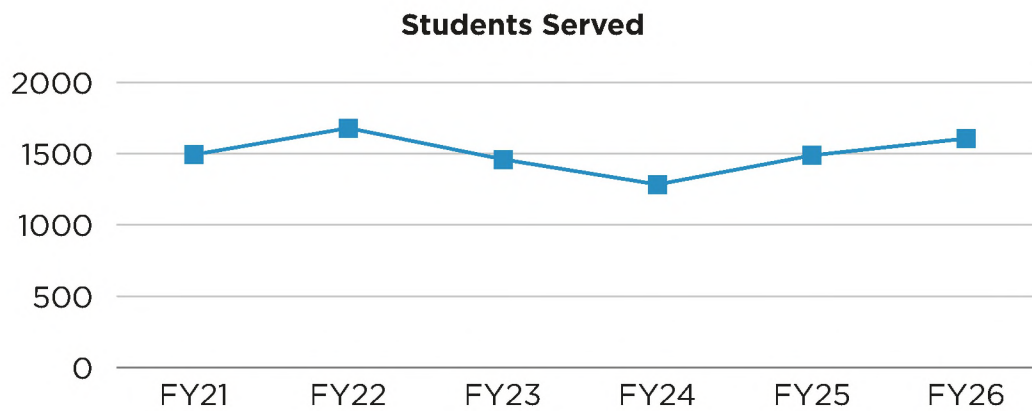
** Depression and Anxiety reflect students screening positive. Eating Disorder Risk reflects students screening at risk. Self-Injury and Suicidal Ideation reflect past-year prevalence. Any Serious Mental Health Concern includes depression, anxiety, eating disorder risk, self-injury, or suicide ideation.*

The Healthy Minds Study conducted in Spring 2026 revealed that mental health challenges remain a significant concern for USU students, with 59% of students reporting at least one serious mental health concern. Across nearly all indicators, prevalence rates were higher among Statewide students than among Logan students. Compared to 2024, eating disorder risk among students increased substantially, rising from 11% to 25%, highlighting an emerging area of concern.





Access and Utilization



1,607

students Served

9,915

clinical appointments

5.35
Days

average wait-time

The need for mental health services remains high, and CAPS experienced a 25.5% increase in the number of students seeking clinical services over the past two years. This represents a 7.7% utilization rate among eligible students. During the year, 24.4% of students utilizing CAPS services were first year students, while 15.4% were graduate students. The majority of students receiving services (87.0%) were enrolled at the Logan campus.

Excluding the same-day crisis services, the average wait-time for an initial appointment remained within one calendar week. The highest weekly average wait-time reached 13.73 calendar days during the week of December 2, likely reflecting a combination of reduced clinic availability during the Thanksgiving holiday period, increased student demand, and reduced capacity as the end of the semester approached. While students with urgent concerns are triaged for expedited appointments when clinically indicated, reducing wait times and minimizing periods of elevated demand remain important operational goals.



Crisis Support and Risk Management

149

crisis appointments

76

after-hours
crisis calls

100%

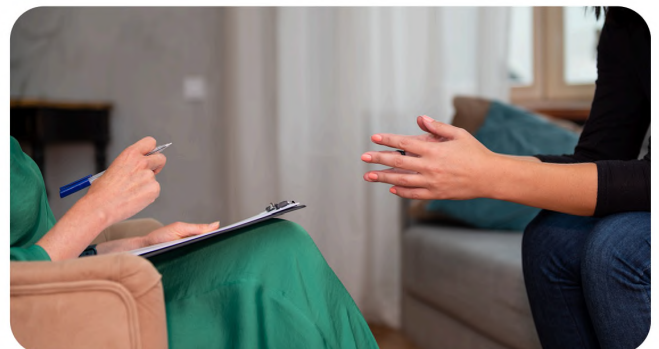
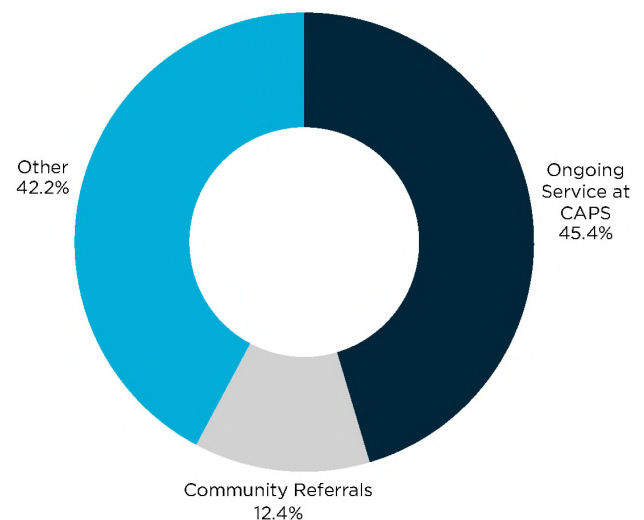
CAMS trained
clinical staff

Students experiencing acute suicidal ideation, recent traumatic events, psychotic symptoms, or other urgent mental health concerns are offered same-day crisis appointments to ensure timely access to care. CAPS also supports students experiencing crisis outside of regular business hours through its after-hours crisis phone service.

Risk assessment and suicide prevention remain core components of CAPS clinical services. All permanent CAPS clinicians are trained in the Collaborative Assessment and Management of Suicidality (CAMS), an evidence-based framework for the assessment and treatment of suicide risk. CAMS emphasizes collaborative engagement and identification of the unique factors contributing to suicidal thoughts and individualized treatment planning focused on enhanced safety and reduced suicide risk.

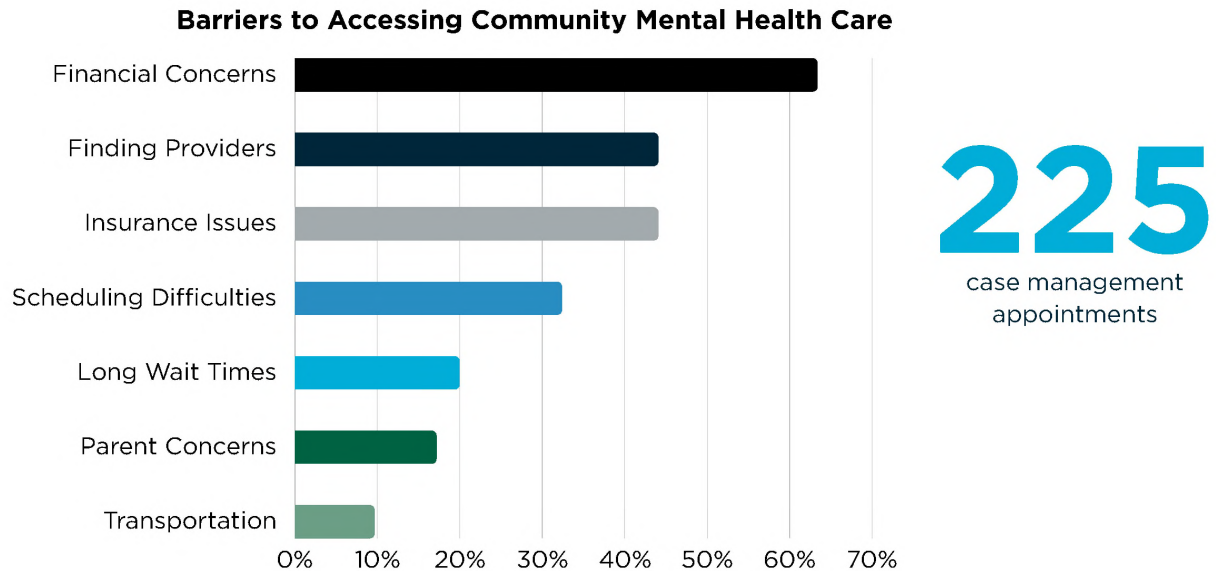
Following the initial appointment, students are triaged into levels of care that best match their clinical needs and preferences. Slightly more than half of students were connected to ongoing clinical services, either at CAPS or through referrals to community providers. The remaining students either did not require additional services or benefited from lower levels of care, including brief follow-up consultations, REACH Peer skills coaching sessions, and self-help resources.

Disposition Following Initial Appointment





Clinical Case Management



CAPS provides short-term mental health services and individual therapy is typically offered on a bi-weekly basis. Some students, however, require or prefer specialized, intensive, or longer-term services beyond the scope of CAPS. Clinical case management helps students access these services while navigating barriers related to insurance coverage, financial hardship, provider availability, and access to specialized treatment resources.

As illustrated in the Healthy Minds Study findings above, many USU students face significant challenges when seeking off-campus mental health care. Clinical case management helps address these barriers through individualized resource navigation and referral coordination with campus partners and community providers. These services support continuity of care and help students connect with appropriate treatment resources in a timely manner.





Individual Counseling Services

873

students engaged in
individual therapy

6,015

individual therapy
appointments

6.89

average sessions

Individual therapy is provided within a short-term, goal-oriented treatment model. Following the initial triage process, students are matched with clinicians based on their treatment needs and schedule availability. CAPS clinicians are generalist practitioners trained to address a broad range of concerns commonly experienced by college students, including anxiety, depression, relationship concerns, eating disorders, academic stress, trauma-related concerns, identity development, and adjustment difficulties.

Treatment length varies based on clinical need, with most students attending between one and five appointments, while a smaller proportion engage in longer-term treatment when clinically indicated.





Group Program

12.9% of clinical appointments were group appointments.

151 students participated in group.

45% participated without concurrent individual therapy.

29 groups offered

- 16 therapy groups
- 13 support groups

CAPS' group program consists of therapy groups and support groups, both of which are clinical services that provide distinct pathways for addressing students' mental health needs. For many students, groups provide consistent weekly therapeutic support without requiring concurrent individual therapy appointments, allowing CAPS to serve multiple students simultaneously while expanding access to care.

Therapy groups focus on the treatment of mental health concerns through skills acquisition, interpersonal learning, increased self-awareness, and the development of more fulfilling relationships. These groups include Relate & Reflect Groups, Compassion Group, Acceptance and Commitment Therapy (ACT) for Sexual Concerns Group, Skills Training Groups, and Table Top Role-Playing Game (RPG) Groups.

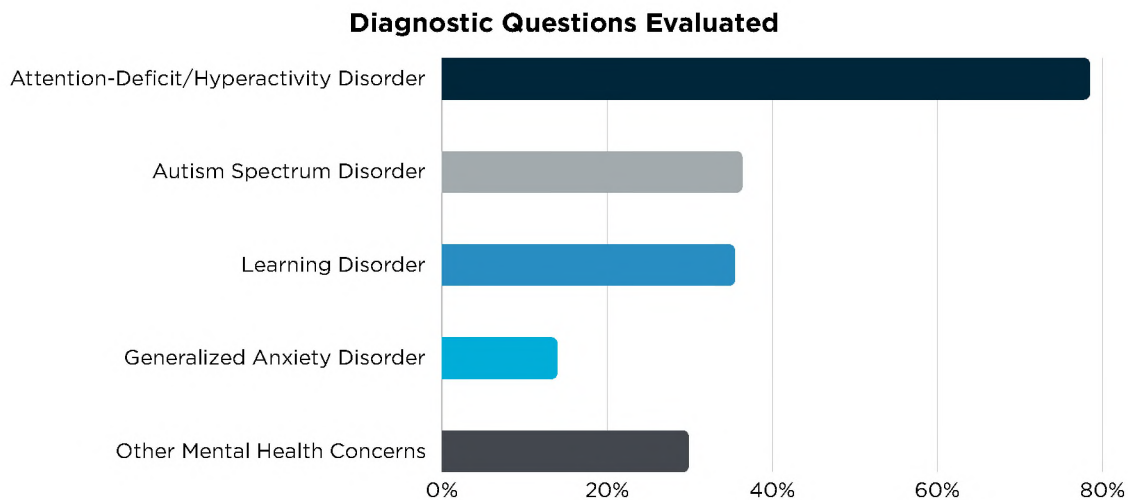
Support groups focus on addressing psychological distress related to unique life experiences and challenges affecting students' well-being through facilitated peer support, resource sharing, and the development of social connection and belonging. These groups help students reduce isolation, strengthen coping strategies, and build supportive relationships with peers facing similar concerns.





Psychological Assessment

107 psychological evaluations completed



Note. Evaluations frequently assessed multiple diagnostic questions. As a result, the total number of diagnostic concerns evaluated exceeds the total number of completed evaluations.

CAPS' Psychological Assessment Program provides comprehensive evaluations to identify psychological, neurodevelopmental, and learning-related factors that may contribute to academic and functional difficulties. Through diagnostic clarification and individualized recommendations, assessments support students' academic success by helping them better understand their strengths and challenges and connect with appropriate academic accommodations and support services.

The program maintains a close partnership with the Disability Resource Center (DRC), which provides many assessment referrals and utilizes evaluation findings to inform accommodation planning and other academic supports. Assessments involve extensive clinical interviews, administration and interpretation of standardized testing measures, review of relevant records, and preparation of integrated evaluation reports.

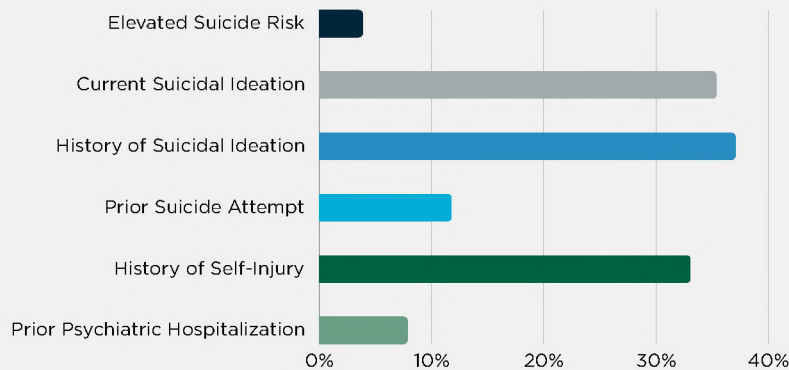
Demand for assessment services remains high due to limited availability of comprehensive psychological assessment providers in the community and the intensive nature of these evaluations. Assessments require specialized training and substantial clinician time, service capacity remains constrained despite ongoing efforts to meet student needs.



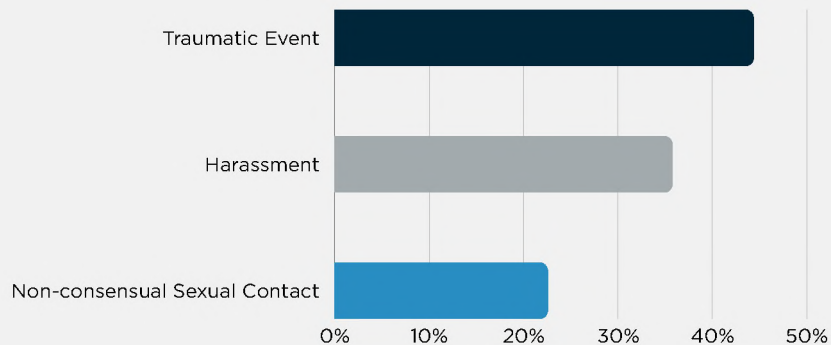
Presenting Concerns/Diagnosis

Students seeking services at CAPS frequently present with significant mental health concerns and complex challenges, including elevated levels of suicidal ideation, self-injury, a history of prior psychiatric hospitalization, trauma exposure, and social isolation. The following figures summarize key indicators reported during initial contact and the most common diagnoses assigned during treatment.

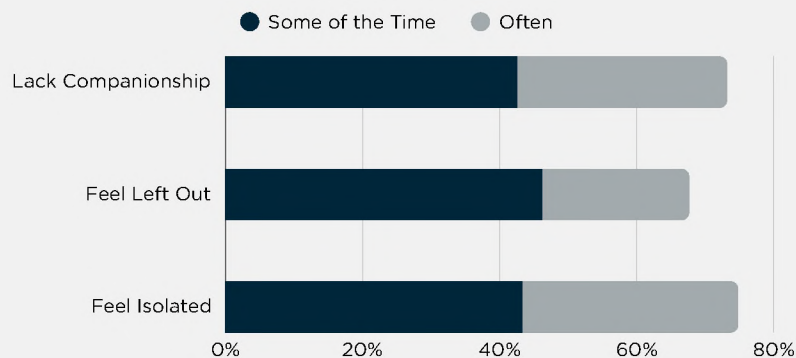
Clinical Risk Indicators at Initial Contact

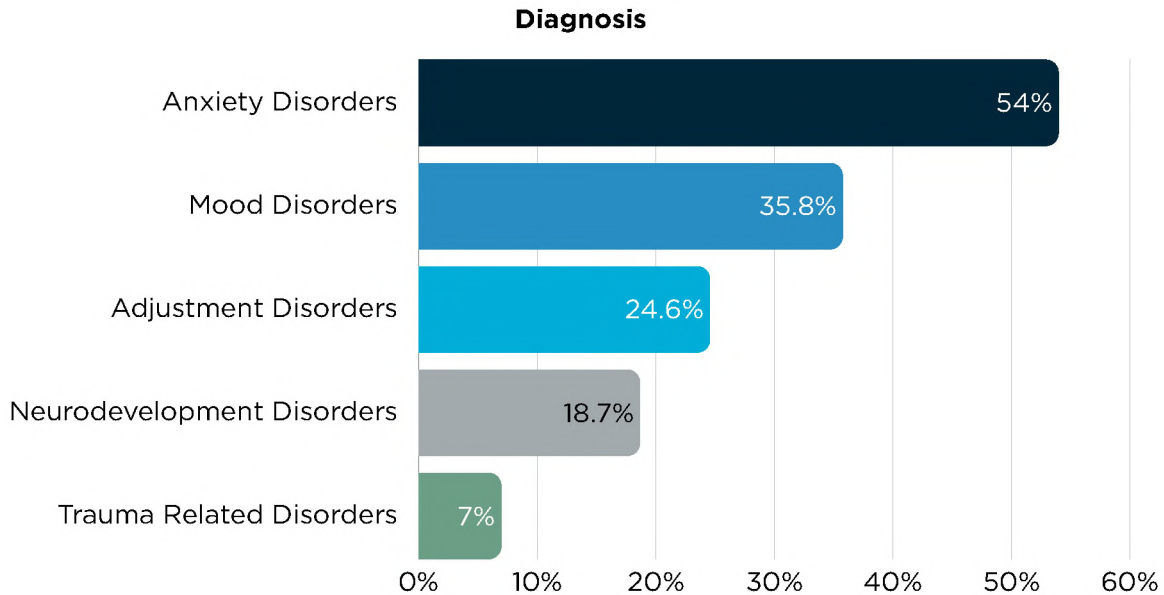


Exposure to Adverse Experiences



Loneliness

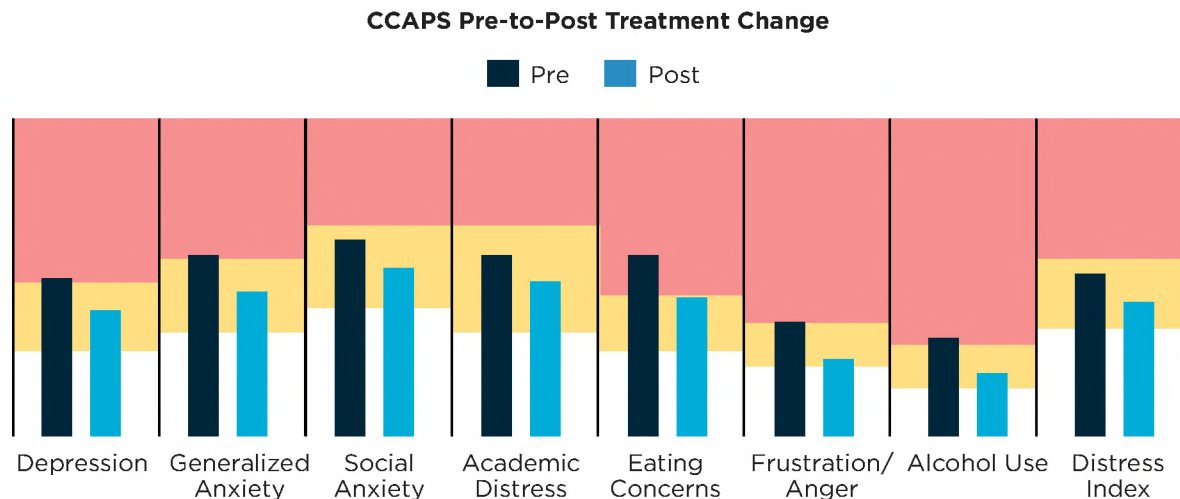




Outcomes and Client Satisfaction

Clinical Outcomes

Students are asked to complete the Counseling Center Assessment of Psychological Symptoms (CCAPS) at the time of initial contact and at subsequent appointments. The CCAPS assesses difficulties across eight domains and helps clinicians evaluate treatment needs and monitor progress over time. Comparisons between the initial and final administrations provide insight into treatment effectiveness. As shown in the figure below, symptom reductions were observed across all measured domains.





Academic Success and Persistence

79%

reported CAPS helped
improve their academic
performance.

75%

reported CAPS helped
them stay in school.

83%

reported CAPS
improved their
likelihood of completing
a degree.

Students reported academic benefits from CAPS. Among students who indicated that emotional distress negatively affected their academic functioning, the majority reported that CAPS services positively influenced their academic performance, persistence, and confidence in degree completion.

Evaluation of USU institutional data also indicates that CAPS services have a meaningful positive impact on student success and persistence. Students who utilized CAPS services were just as likely to remain enrolled or graduate as students who did not use CAPS services. This finding is particularly noteworthy given that students seeking CAPS services are experiencing mental health concerns that are well established risk factors for decreased academic performance, retention, and persistence. The fact that CAPS clients achieved retention and graduation outcomes comparable to their peers suggests that counseling services may help reduce barriers associated with mental health challenges and supported students' ability to remain engaged in their academic goals.

77.5%

of students who were considering leaving school at the time of
initial contact remained enrolled the following semester.

At the time of the initial appointment at CAPS, 11.7% of students reported they were considering leaving school. While direct causation cannot be established, the high rate of continued enrollment suggests that access to mental health support may play an important role in helping students persist through periods of significant distress.



Client Satisfaction



Overall satisfaction with CAPS services remained exceptionally high, with students consistently reporting positive experiences and a willingness to recommend services to their peers.

Belonging and Social Connection

While counseling was effective in helping many students feel more emotionally connected and less alone (50%), other outcomes related to social connection and belonging were more modest. Thirty percent of students reported that CAPS services supported them in building relationships with other students, and 36% indicated that CAPS services contributed to their sense of belonging at USU.

These findings highlight the complex nature of loneliness and belonging, which are influenced by factors that extend beyond individual counseling services. They underscore the importance of collaboration with campus partners to create opportunities for connection, engagement, and community. At the same time, these results highlight important opportunities for CAPS to further expand group programs and other connection-focused programs designed to foster belonging and social connectedness among students.





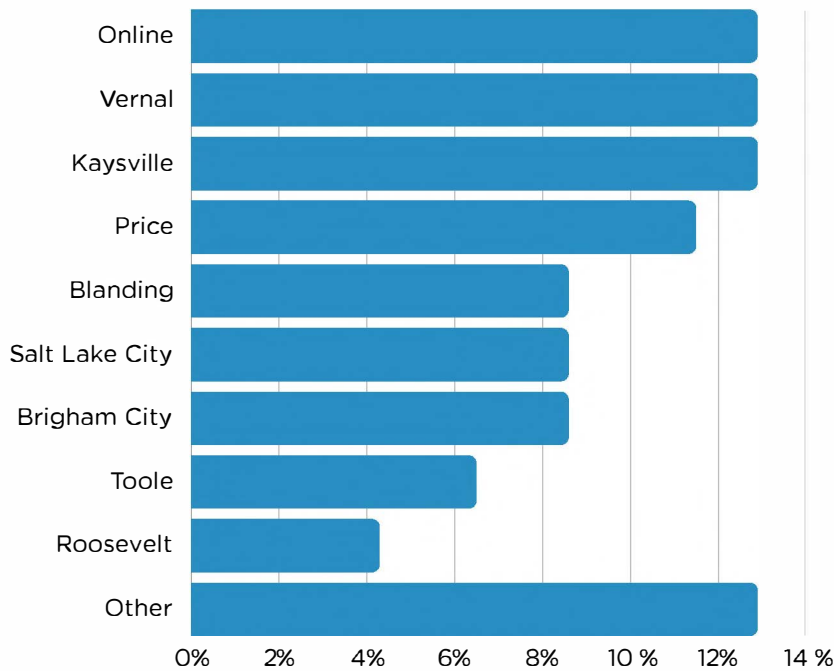
Statewide Access and Impact

CAPS-Statewide makes mental health support available throughout the USU system. Students may access care at statewide campuses and learning locations, or through telehealth when in-person services are not available.

Most CAPS-Statewide clients received services at campuses or learning locations with an assigned CAPS-Statewide clinician, while telehealth services expanded access to students in other areas of Utah. Demand for services has grown steadily since 2023-24, with the number of students served increasing for three consecutive years. Students receiving services through CAPS-Statewide attended an average of 6.6 appointments, slightly higher than the 6.0 appointments averaged by Logan-based clients.



Statewide Client Locations



1,056
appointments

160

students served



Embedded Programs

Embedded programs create opportunities to provide tailored mental health services and wellness programming that meet the unique needs of specific student populations. During FY26, CAPS maintained four embedded programs: Residence Life, Athletics, College of Veterinary Medicine, and the College of Education, Health, and Human Services.



Residence Life

The Residence Life embedded program expands access to mental health services by providing mental health support where students live. Three clinicians are housed in separate residence halls to increase access and reduce barriers to care. In addition to providing clinical services, embedded clinicians collaborate closely with Resident Assistants (RAs) and Residence Life professional staff through consultation, training, and wellness programming to support student well-being.

80 Let's Talk sessions, utilized by 288 individuals

269 evening clinical appointments

15 sessions of the College Transition Support Group

161 wellness-related events

19 trainings and workshops



Athletics

198

student athletes
served

1,119

appointments

50

presentations reaching
942 attendees

CAPS provides embedded sports psychology and counseling services for Athletics through a collaborative program that includes a student clinician from the Sorensen Center for Clinical Excellence. Services include mental health screenings, crisis support, counseling, performance consultation, outreach, and team-focused wellness programming designed to support student-athlete well-being and performance.





College of Veterinary Medicine

83% reported wellness services improved their mental health.

Average attendance of students per event

30

As the College of Veterinary Medicine (CVM) continues its planned growth toward a fully enrolled four-year program, CAPS has partnered closely with college leadership to develop a comprehensive wellness program that supports both accreditation standards and student well-being. Monthly wellness activities were offered throughout the year on topics including relationship building, stress management, and work-life balance. These events consistently attracted approximately 71% of the student body.



College of Education, Health, and Human Services

16 graduate students from the psychology program served

3 outreach events reaching approximately **50** participants

CAPS dedicates a clinician for 20 hours per week to the College of Education, Health, and Human Services (CEHHS), primarily serving students in the Combined Clinical and Counseling Psychology and School Psychology doctoral programs. CAPS serves as a training site for students in these programs, and the embedded clinician provides an important alternative pathway to counseling services outside of the main CAPS office. This arrangement enhances privacy, reduces potential role conflicts, and maintains a clear separation between treatment and training responsibilities. The CAPS embedded psychologist also supports the college through outreach and wellness programming beyond the psychology graduate programs.



Outreach, Prevention, and Community Engagement

Outreach and resource awareness

72

presentations on CAPS
services

61

tabling events

5,701

individuals reached

In the 2026 Healthy Minds Study, 81% of students reported at least some awareness of where to access mental health resources on campus. While this suggests that most students know where to seek support, nearly one in five students (19%) reported uncertainty or lack of knowledge, including 10% who disagreed or strongly disagreed that they knew where to find support. These findings highlight the importance of ongoing outreach and communication efforts to increase awareness of available mental health resources.



Wellness Education and Skill Building

CAPS provides trainings and workshops on a variety of wellness topics, including stress management, communication skills, and Upstander bystander intervention. These programs equip students with practical skills that support resilience, well-being, and healthy campus communities.

28

trainings and
presentations offered

830

individuals reached

Suicide Prevention and Peer Support

168 individuals were trained on USU HELPS.

26 students completed the Live On Playbook.

Peer support is a significant strength within the Aggie Family. In the 2026 Healthy Minds Study, 72% of students reported they would talk to friend or roommate for serious emotional distress, and 71% reported feeling confident helping someone experiencing a mental health problem. Despite these encouraging findings, nearly one-third of students reported low confidence in responding to a peer in distress, underscoring the ongoing need for suicide prevention and gatekeeper training.

To address this need, CAPS provides USU HELPS (Helping Everyone Learn how to Prevent Suicide), a research-informed training program that teaches members of the USU community how to recognize signs of distress, initiate supportive conversations, and connect individuals with appropriate resources. USU also partnered with the State of Utah's suicide prevention campaign to promote the Live On Playbook, an online suicide prevention training program. Through a collaboration with USU Dining Services, students who completed the online training were eligible for participation incentives, helping increase awareness of and engagement with suicide prevention education.





Alcohol and Other Drug Prevention

68

students completed
Prime for Life.

1,002

individuals reached
through **15** classroom
presentations

1,743

individuals reached
through **8** events

20+

pounds of unused
medications safely
disposed

CAPS provides comprehensive alcohol and drug prevention services through individual interventions, educational programs, and campus-wide outreach initiatives. These services support students seeking information and resources to strengthen their health and well-being, as well as students navigating the university conduct process for alcohol- and drug-related Student Code violations.

A cornerstone of these efforts is Prime For Life, an evidence-based, motivational program designed to reduce high-risk alcohol and drug use. The program promotes self-awareness, personal responsibility, and informed decision-making through research-supported strategies that encourage meaningful behavior changes. Students seeking a flexible online option is referred to a web-based educational program provided through an external vendor.

CAPS also partners with USU Police and other campus stakeholders to promote community safety through prevention and education initiatives, including a prescription drug take-back event that helps reduce medication misuse and increase awareness of safe medication disposal practices.

While problems with alcohol and other drug concerns are relatively less prevalent than many mental health concerns among USU students, data from the American College Health Association's National College Health Assessment (ACHA-NCHA) indicate that risk remains present and is sometimes higher among Statewide students than Logan students. For example, 5.0 % of Statewide students, compared to 2.5% of Logan students, screened in the moderate- or high-risk range of alcohol use. Current alcohol and substance use prevention efforts are primarily concentrated on the Logan campus, making Statewide expansion an important next step.



Nutrition Services

89

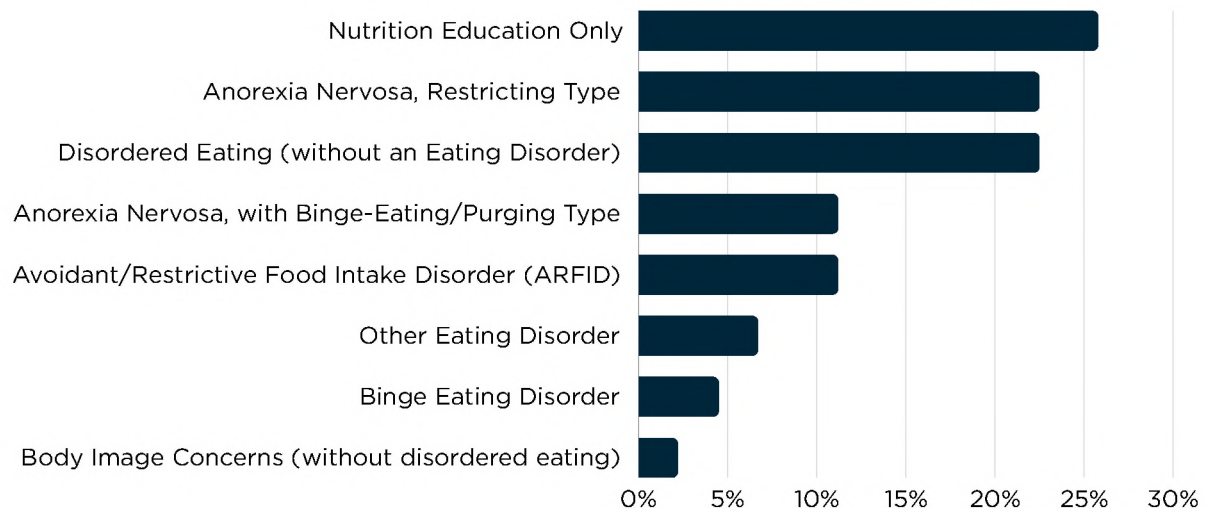
students served

702

appointments

CAPS provides dietetics counseling for students experiencing eating disorders, disordered eating, and other nutrition related concerns. This service is particularly important given the substantial increase in the number of students screening positive for eating disorder risk in the 2026 Healthy Minds Study. The dietitian frequently collaborates with clinicians in CAPS, community providers, and health care professionals in the Student Health Center to provide comprehensive care for students who need specialized support. The large number of students seeking assistance for disordered eating and body image concerns also highlights the importance of early intervention and prevention efforts.

Presenting Concerns Addressed in Nutrition Services





Consultation and Campus Partnerships

547 hours devoted to consultation, case coordination, strategic planning and campus support activities

Beyond direct clinical services, outreach, and prevention programming, CAPS serves as a trusted mental health consultation resource for the campus community. Staff members contribute their expertise through leadership in the university-wide Student Mental Health Steering Committee and the USU Healthy Aggies Coalition, in partnership with the Bear River Health Department. Through these efforts, CAPS helps coordinate campus-wide mental health initiatives, and supports prevention strategies that promote student well-being and address substance misuse.

CAPS staff also participate on the Behavioral Intervention Team (BIT) and CARE Team, assisting with the assessment of safety concerns and coordination of support for students experiencing distress.

In addition, CAPS provides consultation to faculty and staff regarding students of concern and assists with campus response efforts following high impact events including student deaths.





Training and Workforce Development

The nationwide shortage of behavioral health professionals has created an urgent need for high quality training opportunities that strengthen the future workforce. For many years, CAPS has developed and maintained robust training programs that range from undergraduate peer education to doctoral-level clinical training in psychology. These programs support USU's mission of student success while helping address critical workforce shortages in mental health professions, and advancing the CAPS mission to provide high-quality care to students.





APA-Accredited Doctoral Internship

2,192

hours of direct clinical
services

243

hours of outreach and
consultation

180

hours of supervision and
training provided to USU
students

The Doctoral Internship in Health Service Psychology at CAPS has been continuously accredited by the American Psychological Association since 1999. This 12-month, full-time internship is a required component of doctoral training in psychology and serves as a critical step toward professional licensure as a psychologist. The internship provides advanced clinical training in collegiate mental health and prepares future psychologists to address the complex mental health needs of students and young adults.

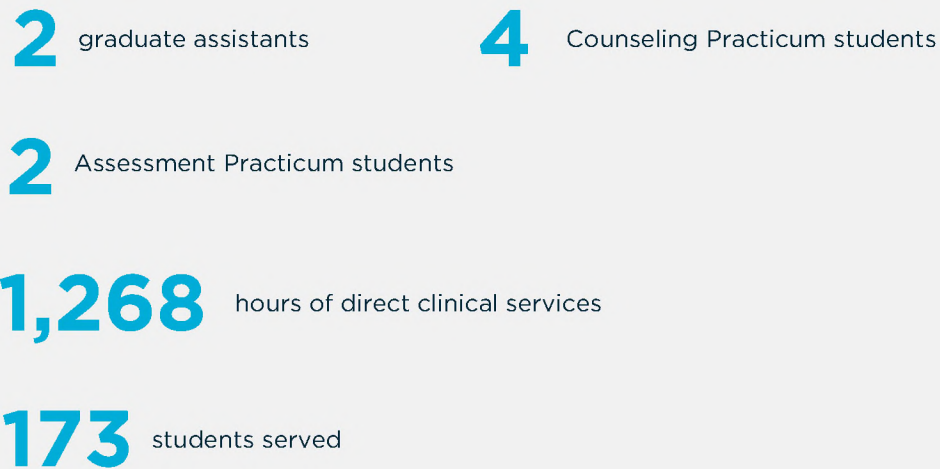
In addition to preparing future psychologists, the internship program substantially expands CAPS' capacity to serve students. Through their clinical, outreach, and supervision activities, interns contributed 21.6% of the center's total direct clinical service hours during the year and helped increase access to care.

Upon completion of the internship, interns rated the overall effectiveness of the training in preparing them for professional practice as psychologists at 5.0 on a 5-point scale (5 = Exceptional). The program also continues to demonstrate strong workforce outcomes, with all three interns who most recently completed the internship securing professional positions prior to graduation.





Psychology Graduate Training



CAPS serves as a valuable training site for doctoral students in USU's Combined Clinical and Counseling Psychology and School Psychology programs. All trainees receive individual supervision from licensed CAPS psychologists or doctoral interns. Counseling practicum students also participate in two hours of weekly didactic instruction and group supervision to support their clinical development. Graduate assistants participate in weekly case staffing meetings, providing valuable experience in clinical triage and treatment planning.

Through supervised experiences in individual and group therapy, psychological assessment, and outreach, trainees develop the competencies necessary to enter doctoral internships and eventually obtain professional licensure. While receiving valuable training experiences, graduate trainees contribute a meaningful amount of direct clinical services and help expand CAPS' capacity to serve USU students.

Counseling practicum students rated the overall quality of their training experience at 5.0 on a 5-point scale (5 = Excellent), reflecting high levels of satisfaction with the quality of supervision, training, and professional development opportunities provided by CAPS.



Undergraduate REACH Peer Training



Since 1995, the REACH Peer program has provided a unique experiential learning opportunity for undergraduate students interested in mental health and helping professions. The program enhances CAPS services through peer-to-peer support, helping reduce stigma and barriers to help-seeking while expanding access to wellness-focused services for students who may not require more intensive clinical treatment.

REACH Peers participate in two hours of classroom instruction each week and receive one hour of weekly individual supervision by CAPS staff or doctoral interns. Through this training, students develop foundational helping, interviewing, skills coaching, and mental health support skills that prepare them for future academic and professional opportunities.

In addition to supporting individual students, REACH Peers play a critical role in CAPS outreach efforts by organizing and facilitating campus programs such as Finals Stress Bust, and assisting CAPS tabling and other wellness initiatives.

The long-term impact of the program is substantial. Surveys of REACH Peers from 2018-2024 indicate that 73% of former REACH Peers went on to graduate school, and 78% went on to work in a mental health related field. Nearly all Peers reported they highly recommend the program, frequently describing it as a transformative and essential experience for students interested in counseling and mental health careers.



Looking Ahead: FY27 Priorities

As we enter the final phase of our FY24-27 Strategic Plan, CAPS has successfully met or exceeded most of our foundational milestones. Looking ahead to FY27, our priorities focus on enhancing access to care, strengthening prevention and wellness efforts, and expanding our workforce development initiatives.

1. Enhancing Access to Care

Optimizing the student experience

While CAPS has made significant progress in reducing wait times and expanding service availability, further reducing wait times during peak periods and improving access to psychological assessment services remains a key priority. CAPS will also continue exploring ways to streamline the scheduling process, particularly for initial appointments, while balancing student needs with clinical best practices.

Developing a co-responder infrastructure

CAPS is actively developing a co-responder framework in collaboration with USU Police to support students experiencing mental health-related crises and strengthen the university's crisis response infrastructure.

2. Elevating Outreach, Prevention and Wellness Programs

Expanding prevention and wellness programs and resource awareness

CAPS will continue expanding the reach of USU HELPS suicide prevention training and Upstander bystander intervention training through peer-to-peer education efforts. CAPS will also expand wellness programming and resource awareness initiatives through increased social media outreach, classroom engagement, and campus-wide wellness campaigns.

Expanding Prevention Efforts in Statewide

Data from both the Healthy Minds Study and ACHA-NCHA suggest opportunities to strengthen prevention efforts across the USU system. CAPS will expand suicide prevention, alcohol and substance use prevention, and wellness programming at Statewide campuses and learning locations.



3. Expanding Workforce Development

Launching the prevention and wellness internship program

In Summer 2026, CAPS welcomed its inaugural cohort of Prevention and Wellness Interns. These undergraduate students will gain valuable experiential learning while helping expand delivery of Upstander bystander intervention training and USU HELPS suicide prevention training.

Revitalizing the MSW internship program

CAPS is preparing to renew its training partnership with the Master of Social Work (MSW) program. During FY27, CAPS will finalize the advanced program curriculum, participate in student recruitment efforts, and begin preparations to welcome its first MSW intern in Fall 2027.



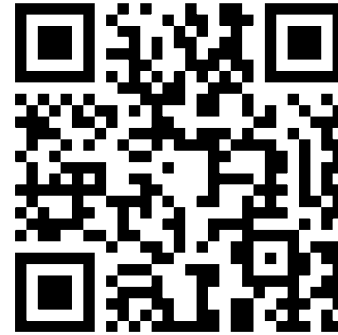


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Report Design & Production

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AI Use Disclosure

Microsoft Copilot was used to assist with editing, proofreading, and improving readability of portions of this report. All data, analyses, findings, and final editorial decisions were made by Counseling and Prevention Services staff.





Student Success
UtahStateUniversity