

# **CSU and YOU**

A Guide to Your Mental Health  
Rights and Responsibilities

**Colorado  
State  
University**

CSU and YOU is a guide to your rights and responsibilities when seeking and utilizing mental health resources as a student at Colorado State University. It explains what you can expect in your interactions with mental health resources and the obligations you may have as a student at the university.

*Portions of this document were adapted from “Campus Mental Health Know Your Rights” published by the Judge David L. Bazelon Center for Mental Health Law by the Colorado State University Student Consultation Team*

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Director of Residence Life

Director Women and Gender Advocacy Center

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Ad Hoc Members as needed

# Process for Responding to Students of Concern at CSU

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# INTRODUCTION

## Mental Health Matters

CSU and YOU was created by the CSU Division of Student Affairs with you in mind. Navigating the mental health resources at the university, whether voluntarily or involuntarily, can be confusing. It is our goal to create a resource to help you understand your rights and responsibilities as a student at Colorado State University so your experience at the university is safe and fulfilling.

## You Are Not Alone

Data from the [American College Health Association's Fall 2011 National College Health Assessment](#)<sup>1</sup> shows that students in institutions of higher education across the country experienced high levels of mental health needs. In fact, 21.2 percent of the sample population reported receiving treatment for, or a diagnosis of, a mental health issue by a health care professional within a year of the survey. The top three issues were anxiety (12%), depression (11.1%), and panic attacks (5.6%).

<b>Issue (<i>experienced by students within past year</i>)</b>	<b>Percent Total Population</b>
Felt things were hopeless	45.2
Felt overwhelmed by all they had to do	86.1
Felt exhausted (not from physical activity)	81.4
Felt very lonely	57.2
Felt very sad	60.5
Felt so depressed that it was difficult to function	30.3
Felt overwhelming anxiety	49.9
Felt overwhelming anger	36.2
Seriously considered suicide	6.6
Attempted suicide	1.1
Intentionally cut, burned, bruised, or otherwise injured self	5.2

Taking care of your psychological health is just as important as taking care of your physical health, and CSU provides multiple resources to support you in your experience.

## SEEKING ASSISTANCE

### Where can I go? What types of counseling services are available?

Accessing mental health resources while enrolled at Colorado State University, whether as an undergraduate or graduate student, is often easier than accessing professional help after you have graduated. Over 70 percent of students at CSU are willing to seek out assistance from mental health resources on campus if they need it. This number is a testament to education about the importance of good mental health, as well as a shift in beliefs about seeking assistance.

There are many resources on campus for students dealing with mental health concerns and other life difficulties, or those concerned about another student:

- [CSU Health Network](#)
  - Individual and Couples' Counseling Services
  - Group Services
  - Specialized Alcohol and Drug Treatment (DAY Programs)
  - Intensive Outpatient Assistance (iTEAM)
  - Learning Assistance Services
  - Primary Care Behavioral Health Services
  - Emergency Services
  - Consultation with University Colleagues, Parents and Friends
  - Psychiatry
- [CSU Student Case Management](#)
- [Resources for Disabled Students](#)
- CSU's [Tell Someone](#) Program
- [ULifeline](#)
- [Sexual Assault Victim Assistance Team](#)
- [Women and Gender Advocacy Center](#)
- [Psychological Services Center](#)
- [Center for Family and Couple Therapy](#)
- [CSU Diversity Organizations and Offices](#)

### The CSU Health Network

Whether you're experiencing a situational problem, an immediate crisis, or have a longstanding mental health concern, the CSU Health Network can help. The Counseling Services professional staff includes licensed psychologists, licensed clinical social workers, and licensed professional counselors, as well as graduate student staff from each of these disciplines. The Health Network staff also includes psychiatrists and psychiatric nurse practitioners who provide medical care for mental health concerns.

The CSU Health Network is dedicated to providing quality care to students in a private and confidential setting. The Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) are federal laws that carefully protect private health information and student records. HIPAA, FERPA and the ethics of mental health and

medical professions support each student's privacy. No information can be provided to school officials, professors, parents, significant others, friends, or other professionals without the explicit written consent of the student or authorization under HIPAA or FERPA.

### **What will happen when I make an appointment? How can I get an appointment?**

The CSU Health Network offers a “no-wrong-door” approach to accessing mental health services. To schedule an appointment with a mental health professional, you may either stop by the Counseling Services office (123 Aylesworth NW) or call (970) 491-6053. To speak with the on-call counselor, call (970) 491-6053, or request to speak with the on-call counselor during your appointment with your medical provider. The counselor will talk with you briefly about your concerns, tell you about available services, and help you identify next steps. If your concern is urgent, you should let the on-call counselor know you need immediate assistance.

### **Your Initial Consultation**

During your Initial Consultation, you and your counselor can begin to identify what services you may need. It may be:

- A group or skill-building workshop
- Individual or couple counseling
- Stress management
- Learning assistance
- Substance abuse counseling
- Other services that will meet your particular needs.

If ongoing counseling is the best option for you, your on-call counselor will schedule a longer (50 minute) appointment for you with a member of the Counseling Services staff. Most of the time, your appointment will be within one to two weeks. The potential wait is because many students request services each semester. In the meantime though, you can always return to see an on-call counselor if your situation becomes more urgent.

In most cases, the counselor you meet with for this appointment will be the counselor you work with throughout the semester. Sometimes, however, you may be scheduled to work with another counselor who can best meet your needs.

## How can I choose a therapist who is right for me?

You may request a specific mental health provider, or one that fits characteristics or qualities that are important to you (i.e. ethnicity, gender, sexual orientation, and experience/training). If you have a preference, you should tell the on-call counselor so that you may be scheduled with someone who fits your needs. You may also request a transfer to another counselor if necessary, or if it would make you more comfortable.

## Ongoing Counseling

You and your ongoing counselor will schedule your appointments. Because many students request counseling and resources are limited, individual counseling appointments are typically scheduled at two to three week intervals. For many students, weekly counseling groups or skill-building workshops are the treatment of choice. If you believe you need weekly individual counseling for an extended period of time, the staff will work with you to make a referral to a community provider.

## General Eligibility Requirements

All enrolled students who pay the university health and counseling fees are eligible to access care at the CSU Health Network, regardless of their insurance status. *Students are not required to be enrolled in the CSU Student Insurance Plan in order to access care at the CSU Health Network.*

## Student Fees

The CSU Health Network is funded through two distinct student fees: the health fee and the counseling fee. Students registered for six or more resident instruction credit hours are automatically assessed the university health and counseling fees. Students registered for five or fewer resident instruction credit hours can elect to pay the health fee and the counseling fee in order to access services at the CSU Health Network.

Information about current health and counseling fees can be located at [CSU Health Network Fees and Eligibility](#).

The health fee allows unlimited office visits with primary care staff physicians/nurse practitioners and access to the CSU Health Network multi-disciplinary clinics. The counseling fee provides an initial visit with counseling staff and up to five subsequent visits. These health and counseling fees also allow for services to be provided at subsidized rates, significantly reducing the cost for many ancillary services.

Part-time students, students of the Division of Continuing Education, Guest Students, and Continuing Registration students may choose to pay the health fee and university counseling fee on a semester basis or pay for services as they are received at CSU Health Network. Spouses or domestic partners and children of students may pay the health fee on a semester basis or pay for medical services as they are received, but are not eligible to utilize counseling and prevention services.



## **If you are in crisis and need immediate help...**

If you have an urgent concern or are contemplating suicide, tell someone who can help immediately:

- Go immediately to the CSU Health Network Counseling Services office at 123 Aylesworth NW during business hours or call (970) 491-6053.
- For after-hours emergencies, page the Counseling Services counselor on-call by calling (970) 491-7111.
- If you are in a life-threatening situation, call 911 or go to your nearest hospital emergency room.

## **PRIVACY**

### **What are my rights to privacy? Can a therapist share what I say during therapy?**

The information you discuss with a mental health professional is kept confidential, unless you specifically authorize the release of information about your diagnosis and treatment, if you disclose information that leads the mental health professional to believe you are an immediate danger to yourself or others, or disclosure is considered necessary and is allowable under HIPAA or FERPA. Confidentiality can also be limited if you disclose information about an individual who committed child abuse (either past or present) or abuse of older adults. The mental health professional is required to contact the appropriate authorities if such information is given. Also, the mental health professional would have to break confidentiality if your CSU Health Network records are subpoenaed by the courts, or if there is reason to believe you are a threat to national security.

For more information, please read the [CSU Health Network Care for Body and Mind Notice of Privacy Practices](#).

### **Will my parents find out if I seek treatment?**

The CSU Health Network is dedicated to providing quality care to students in a private and confidential setting. The Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) are federal laws that carefully protect private health information and of student records. HIPAA, FERPA and the ethics of mental health and medical professions support each student's privacy. No information can be provided to school officials, professors, parents, significant others, friends, or other professionals without the explicit written consent of the student or authorization under HIPAA or FERPA.

## **Student Rights & Responsibilities at the CSU Health Network**

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### **You have the RIGHT:**

- To be treated with respect, consideration and dignity
- To know the names and professional status of those servicing you
- To privacy
- To confidentiality of information in your records as discussed above
- To receive accurate and understandable information about your health
- To know the significant beneficial effects, side effects, and problems of treatment
- To participate in choosing a form of treatment
- To receive education and counseling
- To consent to, or refuse, any care or treatment
- To select and/or change your health care provider
- To review your medical records with a clinician or receive a summary of your records
- To be informed about services and any related costs
- To receive appropriate referrals to other providers and services

### **You have the RESPONSIBILITY:**

- To seek health care promptly
- To give accurate information about your health history
- To ask about anything you do not understand
- To report any significant changes in symptoms or failure to improve
- To respect CSU Health Network policies
- To treat all CSU Health Network with courtesy and respect
- To keep appointments or cancel in a timely manner
- To provide useful feedback about our services and policies
- To know the names, purposes and effects of medications prescribed to you
- To pay promptly any bills that you have incurred

## ACADEMIC ACCOMMODATIONS

### What accommodations can I get from the school? How and whom do I ask for accommodations?

The Office of Civil Rights (OCR) of the U.S. Department of Education as well as the U.S. Department of Justice enforce *Section 504 of the Rehabilitation Act of 1973* and *Titles II and III of the Americans with Disabilities Act of 1990*, which prohibit discrimination on the basis of disability. School districts and postsecondary schools (e.g., colleges) in the United States are subject to one or both of these laws, which have similar requirements. Although both school districts and postsecondary schools must comply with these same laws, the responsibilities of postsecondary schools are significantly different from those of school districts.

A reasonable accommodation modifies policies and/or procedures, tasks, or the physical environment, in order to provide equal opportunity to participate in or benefit from a program or activity. Regulations implementing *Section 504* also refer to these accommodations as auxiliary aids and academic adjustments.

An accommodation is designed to minimize the effects of a disability so a qualified student can benefit or participate in an activity to the fullest extent possible. Accommodations are determined individually for each student and are to be appropriate to the specific limitation caused by a disability.

A reasonable accommodation is not required if such accommodation would significantly alter the essential or fundamental objective of an academic program or class. Students are responsible for requesting accommodations in a timely manner and must first be recognized as eligible for the accommodation through [Resources for Disabled Students \(RDS\)](#).

### How do I know the request for an accommodation is a reasonable one?

A student must be verified to be eligible for an accommodation prior to being provided with one. Resources for Disabled Students (RDS), 100 General Services Building or (970) 491-6385, is given the authority to make that verification. The process of determining if a student is eligible for an accommodation is based on substantiating whether or not a student has a disability. An accommodation is determined based on whether or not it is appropriate for a particular limitation presented by the disability. When RDS verifies that an accommodation is recommended for a student, memos are generated for each instructor who may be asked for the accommodation. The student is to present this memo and discuss with the instructor how best to ensure the provision of the accommodation.

Instructors are advised to provide the accommodation (providing it is reasonable and appropriate for that particular disability) to ensure compliance with the university's federal obligations. If a student has not identified him/herself with the office and does not have a documented accommodation, the student should be referred to RDS so the

staff can help in the process of determining the most appropriate and reasonable accommodation concerning your class.

Even though a faculty member may be able to provide a specific accommodation without assistance from RDS, the accommodation should be discussed with RDS staff, especially if the accommodation is because of a disability. A student may explain that a specific accommodation has been provided by other instructors in the department. However, faculty are not given the authority to determine what accommodations should be provided. Not all requests for accommodations by a student may be appropriate or necessary for a given situation. RDS is available to assist both the student and faculty member in determining what may be most effective as an accommodation.

### **As a student with a disability leaving high school and entering college, will I see differences in my rights and how they are addressed?**

Yes. *Section 504* and the ADA protect elementary, secondary, and postsecondary students from discrimination. Nevertheless, several of the requirements that apply through high school are different from the requirements that apply beyond high school. For instance, *Section 504* requires a school district to provide a free appropriate public education (FAPE) to each child with a disability in the district's jurisdiction. Whatever the disability, a school district must identify an individual's education needs and provide any regular or special education and related aids and services necessary to meet those needs as well as it is meeting the needs of students without disabilities.

Unlike high school, a college or university is not required to provide FAPE. Rather, a postsecondary school is required to provide appropriate reasonable accommodations necessary to ensure that it does not discriminate on the basis of disability. In addition, if a college or university provides housing to nondisabled students, it must provide comparable, convenient and accessible housing to students with disabilities at the same cost.

The federal mandates of *Section 504* and the ADA require Colorado State University to provide equal access without discrimination based on a person's disability. It does not ensure any student will graduate, or for that matter receive an education, but only that a student will have the opportunity to benefit from and participate in any program or activity for which a student is qualified. Each student is held responsible for the learning process.

Other important differences are addressed in the remaining questions.

### **May a postsecondary school deny my admission because I have a disability?**

No. If a student meets the essential requirements for admission, a postsecondary school may not deny admission simply because the student has a disability.

CSU does not discriminate in admission decisions based on a person's disability. However, it may be advantageous for a student applicant to explain how the presence of a disability has impacted his or her education thus far and how the student

has been able to be successful. This factor may be important in the overall holistic evaluation of an applicant's qualifications.

### **Do I have to inform a postsecondary school that I have a disability?**

No. However, if a student wants a school to provide any accommodation, the student must identify as having a disability and work directly with RDS. Likewise, a student should let the school know about a disability to ensure that accessible facilities will be available and assigned. In any event, the disclosure of a disability is always voluntary.

If a student feels an accommodation will be needed to complete or participate in any activity sponsored by CSU, it is imperative that those needs be conveyed to the appropriate entity. For example, admitted students are asked when they participate in Orientation if any accommodations will be necessary based on a disability. This information is then used to ensure that appropriate measures are taken to provide access. For most accommodations, the entity to notify is RDS.

### **What academic adjustments must a postsecondary school provide?**

The appropriate academic adjustment must be determined based on a student's disability and individual needs. Academic adjustments may include auxiliary aids and modifications to academic requirements as necessary to ensure equal educational opportunity. Examples of such adjustments are arranging for priority registration; reducing a course load; substituting one course for another; providing note takers, recording devices, sign language interpreters, extended time for testing, and, if telephones are provided in residence halls, a TTD for a student's room; and equipping school computers with screen-reading, voice recognition or other adaptive software or hardware.

RDS confirms that students qualify for accommodations, and helps coordinate many of the accommodations listed above including priority registration, sign language interpreters, and extended time for testing. Once a student's need is made known to RDS, a memo outlining the approved accommodations is provided for a student's instructors as some accommodations will need instructor cooperation and participation. Housing and Dining Services usually provides specific accommodations in residence halls. Accommodations affecting a student's academic program are negotiated with the student's advisor and their specific college. The Assistive Technology Resource Center also provides assistance in accessing computers and the electronic environment.

In providing an academic adjustment, a college or university is not required to lower or effect substantial modifications to essential requirements. For example, although a school may be required to provide extended testing time, it is not required to change the substantive content of the test. In addition, a postsecondary school does not have to make modifications that would fundamentally alter the nature of a service, program or activity or would result in undue financial or administrative burdens. Finally, a university

or college does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

A student with a disability at CSU is expected to meet all the requirements needed to graduate in a given program of study. While substitutions of courses may be appropriate, essential courses of a major are usually not negotiable for substitution. Waivers generally are not acceptable for any requirement unless there is a substantially documented need. However, if the waiver fundamentally alters the academic program, it is not appropriate as an accommodation. While CSU does not provide services of a personal nature, RDS can assist a student in locating appropriate resources.

### **If I want an academic adjustment, what must I do?**

A student must inform the school that he or she has a disability and needs an academic adjustment. Unlike a school district, a postsecondary school is not required to identify a student as having a disability or assess that student's needs.

A student with a disability is not known to CSU unless he or she self-identifies and that identification is made known to RDS. Accommodations are not provided unless the appropriate entity (RDS) is aware of the need. RDS is the only entity that collects information about students with disabilities. Since self-identification as having a disability is a personal disclosure, this information is kept confidential by RDS and only shared with school officials with a legitimate need to know, in accordance with FERPA. While RDS collects aggregate data on students with disabilities, personal information is not shared without the student's permission and/or on a need to know basis according to federal guidelines (Family Educational Rights and Privacy Act, or FERPA).

A postsecondary school may require a student to follow reasonable procedures to request an academic adjustment. The student is responsible for knowing and following these procedures. Postsecondary schools usually include, in their publications providing general information, information on the procedures and contacts for requesting an academic adjustment. Such publications include recruitment materials, catalogs and student handbooks, and are often available on school websites. Many schools also have staff whose purpose is to assist students with disabilities. If a student is unable to locate the procedures, the student should ask a school official, such as an admissions officer or counselor.

To be recognized as a student with a disability at CSU, a student must come in and meet with a counselor in RDS. This 'registers' the student as a student with a disability at CSU. Students must provide appropriate documentation to verify the presence of a disability (or have a self-evident disability). RDS counselors will confirm the disability and determine if the student is eligible for accommodations. It is up to the student, however, to choose whether or not the accommodations will be implemented.

### **When should I request an academic adjustment?**

Although a student may request an academic adjustment from a postsecondary school at any time, the student should request it as early as possible. Some academic

adjustments may take more time to provide than others. The student should follow a school's procedures to ensure that the school has enough time to review the request and provide an appropriate academic adjustment.

The sooner a student comes to RDS, the better. The determination of eligibility for accommodations requires a student to first meet with an appropriate RDS professional staff member (usually a counselor). If a specific type of accommodation is needed, the student may need to be referred to another department on campus before the accommodation is provided. Examples of the types of accommodations that take at least a week or more to implement include sign language interpreters and print in alternative format. Alternative testing accommodations must be scheduled at least 3 days prior to the exam.

### **Do I have to prove that I have a disability to obtain an academic adjustment?**

Generally, yes. A school will probably require a student to provide documentation that shows he or she has a current disability and need an academic adjustment.

RDS requires documentation that verifies the presence of a disability from someone who is qualified to make that determination (or diagnosis) and who is not related to the student. Students with visible disabilities may not be required to provide documentation. For more specific details on CSU documentation guidelines go to [Documentation Guidelines](#).

### **What documentation should I provide?**

Schools may set reasonable standards for documentation. Some schools require more documentation than others. They may require a student to provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist or other qualified diagnostician. The required documentation may include one or more of the following: evidence of the current disability;; the basis for the determination that the student has a disability; the credentials of the professional; how the disability affects a major life activity; and how the disability affects academic performance. The documentation should provide enough information for the student and the school to decide what is an appropriate academic adjustment.

Although an individualized education program (IEP) or Section 504 plan, if the student has one, may help identify services that have been effective, it generally is not sufficient documentation. This is because postsecondary education presents different demands than high school education, and what the student needs to meet these new demands may be different. Also in some cases, the nature of a disability may change.

Depending upon what an IEP or Section 504 plan provides, CSU may accept this documentation as a means to verify the existence of a disability. However, it generally is not sufficient to determine whether or not an accommodation is needed. That assessment will involve a discussion between the student and RDS counselor. An

accommodation must be consistent with the type of known disability. RDS may also request additional documentation if needed.

If the documentation that a student has does not meet the postsecondary school's requirements, a school official should tell the student in a timely manner what additional documentation is needed. The student may need a new evaluation in order to provide the required documentation.

### **Who has to pay for a new evaluation?**

Neither the student's high school nor a postsecondary school is required to conduct or pay for a new evaluation to document a student's disability and need for an academic adjustment. This may mean that the student has to pay or find funding to pay an appropriate professional for an evaluation. If the student is eligible for services through a [state vocational rehabilitation agency](#), the student may qualify for an evaluation at no cost.

### **Once CSU receives the necessary documentation from me, what should I expect?**

The school will review a student's request in light of the essential requirements for the relevant program to help determine an appropriate academic adjustment. It is important to remember that the school is not required to lower or waive essential requirements. If the student has requested a specific academic adjustment, the school may offer that academic adjustment or an alternative one if the alternative would also be effective. The school may also conduct its own evaluation of a student's disability and needs at its own expense.

A student should expect the school to work with him/her in an interactive process to identify an appropriate academic adjustment. Unlike the experience in high school, however, the student should not expect the postsecondary school to invite parents to participate in the process.

Once enrolled, students are considered adults and responsible for their own behavior, including the process of learning. When encountering difficulty, a student should expect to deal with CSU officials directly in resolving the difficulty. Parents are not generally expected to intervene and therefore, may not be given much authority in decisions affecting their student.

### **What if the academic adjustment we identified is not working?**

The student needs to let the school know as soon as possible that the results of an accommodation are not what is expected. It may be too late to correct the problem if the student waits until the course or activity is completed. The student and the school should work together to resolve the problem.

No accommodation can be a substitute for the learning process. Therefore it is necessary to determine what works as well as what does not work for any student to determine other accommodations. A student needs to notify RDS as soon as he/she is aware that an accommodation is not effective. Often other strategies may need to be



developed to ensure a student has an equal opportunity to benefit from or participate in a particular course or activity. However, the possibility always exists that an effective accommodation is not available for any given situation.

### **May a postsecondary school charge me for providing an academic adjustment?**

No. Furthermore, it may not charge students with disabilities more for participating in its programs or activities than it charges students who do not have disabilities.

CSU does not charge any student for accommodations. However, students may need to provide for the cost of other services on campus, as would any other student.

### **What can I do if I believe the school is discriminating against me?**

Practically every postsecondary school must have a person - frequently called the Section 504 Coordinator, ADA Coordinator, or Disability Services Coordinator - who coordinates the school's compliance with Section 504 or Title II, or both laws. A student may contact this person for information about how to address these concerns.

If a student encounters discriminatory behavior on campus, the first place to start is to report it to one of the RDS counselors. If the situation is not resolvable, the student will be referred to the Office of Equal Opportunity (OEO). This department is responsible for the university's compliance with non-discrimination laws and regulations. A student may file an informal or formal complaint that will be investigated by the OEO.

The school must also have grievance procedures. These procedures are not the same as the due process procedures with which a student may be familiar from high school. However, the postsecondary school's grievance procedures must include steps to ensure that a student may raise concerns fully and fairly and must provide for the prompt and equitable resolution of complaints.

School publications, such as student handbooks and catalogs, usually describe the steps needed to start the grievance process. Often, schools have both formal and informal processes. If a student decides to use the grievance process, she/he should be prepared to present all the reasons that support the request.

If a student is not satisfied with the service provided by RDS, the first person to see is the RDS Director. If the problem is not resolved, the student is encouraged to consult the OEO for further investigation. RDS abides by decisions granted by OEO. General grievance procedures are available on the OEO website: [Office of Equal Opportunity](#).

If a student is dissatisfied with the outcome from using the school's grievance procedures or she/he wishes to pursue an alternative to using the grievance procedures, a student may file a complaint against the school with OCR or in a court. To learn more about the OCR complaint process from the brochure How to File a

Discrimination Complaint with the Office of Civil Rights, contact OCR at the addresses and phone numbers below, or at <http://www.ed.gov/ocr/docs/howto.html>

If more information about the responsibilities of postsecondary schools to students with disabilities is needed, read the OCR brochure Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education's Obligations Under Section 504 and Title II of the ADA. To obtain a copy, contact OCR at the address and phone numbers below, or at <http://www.ed.gov/ocr/docs/auxaid.html>

To receive more information about the civil rights of students with disabilities in education institutions, contact OCR at:

Customer Service Team, Office for Civil Rights, U.S. Department of Education, Washington, D.C., 20202-1100. Phone: 1-800-421-3481, TDD: 1-877-521 2172. Email: [ocr@ed.gov](mailto:ocr@ed.gov). Web site: [www.ed.gov/ocr](http://www.ed.gov/ocr).

## **DISCIPLINE**

### **What should I do if my school wants to discipline me for something I think happened because of my illness?**

Colorado State University takes the safety of its students, faculty, and staff seriously. The policies set forth by the University are explicit, and the disciplinary measures used vary depending on circumstances around a policy violation. If you believe that your behaviors may have been related to a mental health issue, it is important to make that information known to the Student Resolution Center so that appropriate steps can be taken to get you the help that you need, which could include mandatory mental health assessment and/or treatment.

Section 6.G. of the [Referral for Psychological Assessment and Voluntary or Involuntary Student Withdrawal for Personal or Campus Safety Policy](#) specifically states:

Students with mental health or medical conditions or who exhibit concerning behaviors will be held accountable in a non-discriminatory manner for compliance with the Student Code of Conduct and all other CSU policies, even when any violations of said Code or policies do not rise to the level of a direct threat to him/herself or to another.<sup>3</sup>

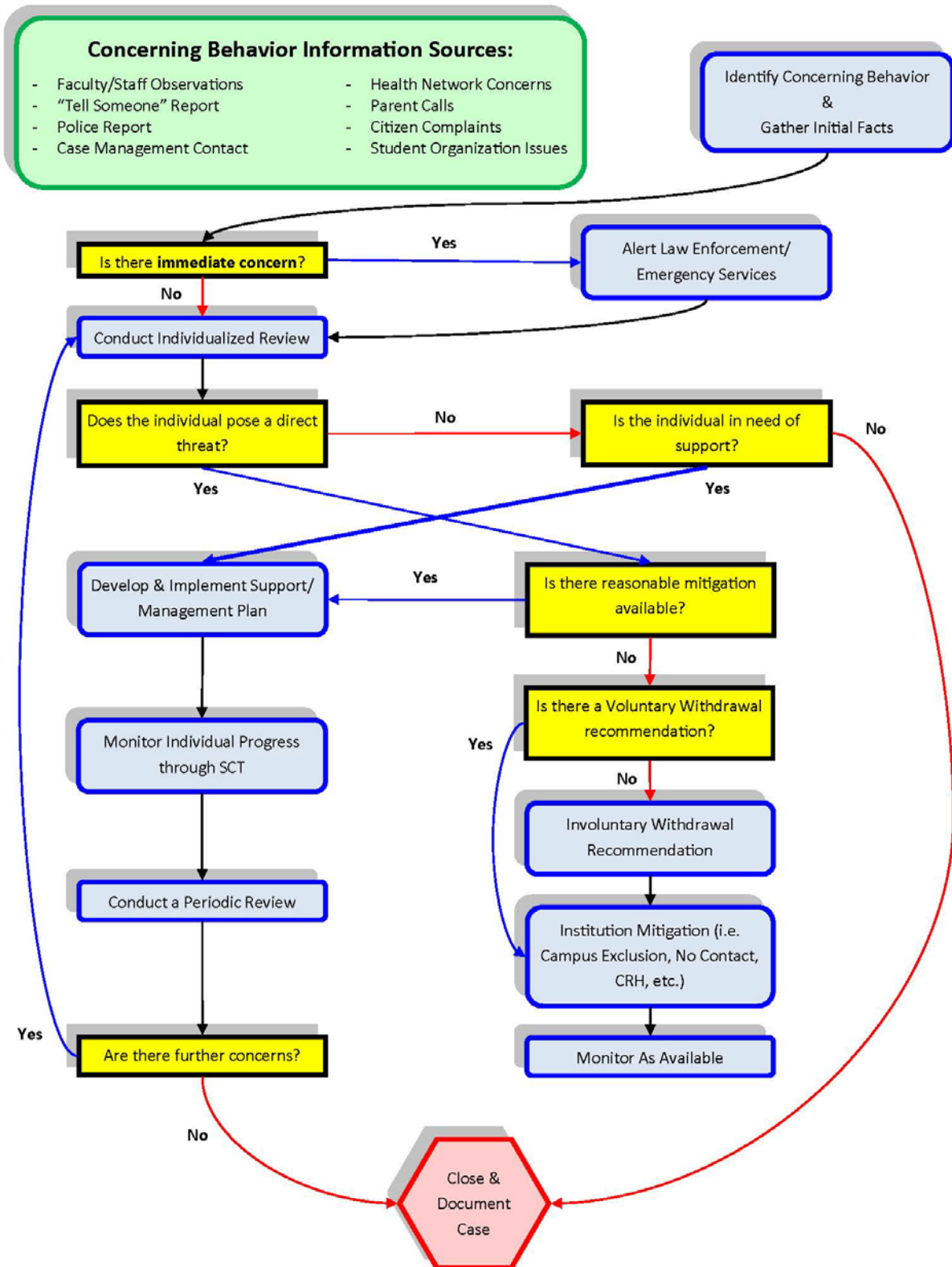
Colorado State University outlines prohibited conduct by individuals at Colorado State University in the Student Conduct Code ([www.conflictresolution.colostate.edu/conduct-code](http://www.conflictresolution.colostate.edu/conduct-code)). All students should familiarize themselves with the behaviors that could lead to disciplinary measures.

### **What information must I provide to the University once I am in trouble?**

You are not legally required to release all of your medical and/or mental health records to the University; however, keep in mind that it could be in your best interest to provide as much information as necessary to University officials so that they can make the best informed decision about your circumstances. If pertinent records are kept from University officials, they may have no other choice than to force you to withdraw from

the university so as to maintain the safety and wellness of others in the CSU campus community. With student cooperation, the University will do everything it can to assist those facing such action to remain enrolled.

# Process for Responding to Students of Concern at CSU



Department of Support and Safety Assessment | Colorado State University | (970) 491-7407

## INVOLUNTARY WITHDRAWAL

### Can I be required to leave the University?

An involuntary leave of absence is the most extreme form of safety mitigation at Colorado State University. Section 5 of the [Referral for Psychological Assessment and Voluntary or Involuntary Student Withdrawal for Personal or Campus Safety Policy](#) states:

Colorado State University (“CSU”) is committed to the success of all students, and to the safety and security of all persons in the CSU community. CSU recognizes there may be situations wherein a student poses a direct threat to the safety of that student or to others. In such situations, where practicable, CSU may encourage a student to voluntarily withdraw from CSU in order to obtain any care that may be necessary to mitigate the risk to the student or others. Where the offer of voluntary withdrawal is refused or is determined to be an inadequate measure to mitigate the threat, then CSU may require mandatory medical or psychological assessment and/or treatment, and/or to impose an involuntary withdrawal, and the student has a right to notice of the actions taken or to be taken, and an opportunity to be heard.<sup>3</sup>

A brief flowchart outlining the process that would lead to an involuntary withdrawal is outlined on the previous page. The process is explained in its entirety at the above link.

### Can I return to CSU once I have left on a voluntary or involuntary withdrawal?

Section 6.I. of the [Referral for Psychological Assessment and Voluntary or Involuntary Student Withdrawal for Personal or Campus Safety Policy](#) outlines the procedure for returning to CSU as a student after a withdrawal. It reads as follows:

A student who withdraws, whether voluntarily or involuntarily, may request in writing to the Chair of the Student Consult Team (SCT), at any time, to have the hold removed from his or her account and be allowed to apply for readmission to CSU, commencing with the semester following the one in which the withdrawal became effective, or any semester thereafter. The student shall be required to demonstrate that he or she is fit to return to campus and no longer presents a direct threat of harm to self or others. An opinion from the student’s treating mental health professional, together with an evaluation of the student’s condition by the SCT Chair that indicates a student is fit to return (which may include a requirement for a second opinion from a mental health professional of CSU’s choosing), should, in most cases, be sufficient. The SCT Chair, after review and evaluation, shall then make a recommendation for the student’s request for readmission to be granted or denied to the Vice President for Student Affairs and Vice President for University Operations. (In the event of unavailability of either or both, the Executive Vice President/Provost shall appoint an alternate). A student’s request shall be denied if the Vice President for Student Affairs or Vice President for University Operations, or both, finds that the

direct threat of harm has not been fully abated, or that the student will not be able, upon return, to meet academic standards or be safely at the school even with reasonable considerations. If the request to be allowed to re-enroll is denied, the student may appeal such decision in writing to the Executive Vice President/Provost within five days of the decision denying readmission.<sup>3</sup>

## **GOING TO A PSYCHIATRIC HOSPITAL**

### **How will I be admitted to a hospital?**

The CSU Health Network Counseling Services staff provide crisis intervention services at the Aylesworth Hall location, by calling (970) 491-6053 during normal business hours (Monday through Friday), or by calling the after-hours on-call counselor through the CSU Emergency Dispatcher at (970) 491-7111. A counselor will assist you in assessing your situation and facilitating admission to a hospital if needed. If you visit the Counseling Services office in person, you will remain in the office with the mental health professional while he/she contacts the hospital and completes necessary admission paperwork over the phone. You will then be transported to the hospital via either the CSU Police or ambulance, depending on the medical necessity of your emergency. If it is prudent for you to have prompt medical care for an overdose or other immediate physical danger to self, then you may be transported to the local emergency room. After you are stabilized in the emergency room, you may receive an additional mental health assessment to determine your safety to self and others. If necessary, you could be transported to an in-patient mental health facility.

You could remain in an in-patient mental health hospital for up to 72 hours if you are admitted involuntarily. This three-day period allows for your mental health to be stabilized and assessed for further treatment.

### **What can I expect while in the hospital?**

Most students hospitalized for mental health concerns go to the Mountain Crest Behavioral Healthcare facility in Fort Collins. If beds are unavailable at Mountain Crest, a student may be transported to another hospital in the region.

Mental health hospitalizations are usually short-term placements designed to keep individuals in crisis safe and provide a time-out from the stressors of everyday life. They also offer a concentrated period of time to work with mental health providers on stabilizing and setting goals for recovery.

You have rights if you are involuntarily hospitalized for safety concerns in Colorado. They include things like your rights to evaluation and treatment, no discrimination, clothing and possessions, and legal representation. The complete Rights of Patients document is available on the State of Colorado Department of Human Services website.

### **What happens after I leave a hospital?**

Student Case Management at CSU is an office dedicated to assisting you in crisis situations. When the University becomes aware that you have been admitted to a

hospital, you will be assigned a Case Manager. Your case manager will assist you in determining reasonable considerations for your classes while you are hospitalized and will continue assisting you after your return to the University. Your post-hospitalization treatment plan may include continued counseling services.

## **CONCLUSION**

Colorado State University is committed to your success both in and out of the classroom. If you have questions about our policies or the services available to you as a CSU student, please contact the Student Consult Team or any of our offices.

## References

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