



University of Washington

Applied Behavior Analysis Program

On Campus Program

Student Handbook 2025-2026

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UW ABA PROGRAM MISSION STATEMENT

Our goal is to prepare students to be competent, inclusive, ethical, and professional behavior analysts who work with persons with developmental disabilities and their families.

Students coming out of our program will:

- Understand and fluently apply the principles of behavior analysis
- Have a working knowledge of current evidence-based practices for individuals with developmental disabilities
- Select or create contextually appropriate, evidence-based interventions for individuals with whom they work and critically analyze and evaluate the effects of those interventions
- Work collaboratively and openly with schools, families and other community stakeholders, always with an understanding of how culture and equity impact service delivery
- Ensure that the primary outcome of their work is to improve the quality of life for the individual and their family

CORE ETHICAL PRINCIPLES

Our ABA Program is guided by five core ethical principles:

- *Beneficence.* Behavior analysts have a responsibility to engage in practices that maximize their clients' well-being and avoid those that cause harm. We understand that behavior analytic services are most likely to benefit our clients when they are provided in the context of a trusting and compassionate relationship. Where conflicts of interest arise between consumers of behavior analysis, we prioritize outcomes for the most vulnerable clients.
- *Inclusion.* Behavior analysts have a responsibility to provide individuals of all backgrounds and abilities access to and authentic participation in meaningful activities that promote relationships, a sense of community, and an improved quality of life.
- *Professional excellence.* Behavior analysts have a responsibility to be honest and transparent. We engage in ongoing professional development and analyze our own practices. Professional excellence requires respectful and effective collaboration with individuals from other disciplines while maintaining a commitment to data-based decision-making. Analyzing evidence from different methodologies is encouraged as a way of collaborating with others and improving practice.
- *Self-determination.* Behavior analysts respect clients' rights and promote client dignity, privacy, and autonomy. We assist clients to set and achieve their own goals, develop their own agency, and make decisions about their own lives.
- *Social Justice.* Behavior analysts have a responsibility to attend to injustice where they see it, avoid perpetuating inequitable systems, and advocate for equitable systems change. We are uniquely qualified to identify controlling and contextual variables that contribute to inequitable educational and service-delivery systems and develop solutions to supplant them.

WHO'S WHO

Name	Position	E-mail
Faculty		
Stephenie Barr	Fieldwork Supervisor	steph730@uw.edu
Alice Bravo	Program Director Course Instructor Fieldwork Supervisor	acbravo@uw.edu
Rick Colombo	Course Instructor Fieldwork Supervisor	rcolombo@uw.edu
Ana Dueñas	Course Instructor	adduenas@uw.edu
Robin Finlayson	Fieldwork Supervisor	finlar@uw.edu
Chante Glick	Course Instructor Fieldwork Supervisor	chante@uw.edu
Stefan Horbanczuk	Fieldwork Director Course Instructor	horbansa@uw.edu
Scott Spaulding	Course Instructor	scott2@uw.edu
Administration		
Marty Howell	Associate Dean for Academic & Student Affairs	mthowell@uw.edu
Kristen Missall	Area Chair	kmissall@uw.edu
Xena Hui Bao Xu	ABA Program Coordinator	xenax@uw.edu
Paula Wetterhahn	College of Education Admissions	paulajw@uw.edu

ABAI TIERED MODEL OF EDUCATION

The Master of Education degree program in Special Education - Applied Behavior Analysis (On-campus) is recognized as Tier 2A by the [Association for Behavior Analysis International](#).



This means that upon meeting BACB exam requirements, you may apply to sit for the exam under Pathway 1 (ABAI-Accredited or Recognized Degree).



IMPORTANT NOTE

This program does ***not*** provide you with a teaching certificate or a special education endorsement. For more information on these options, please consult your advisor.

COURSEWORK

Content Courses

EDSPE 511 Single Case Research Design (3 credits)
EDSPE 530* Readings in ABA (3 credits)
EDSPE 531 Planning Comprehensive Behavioral Interventions (3 credits)
EDSPE 533 Concepts and Principles of ABA I (3 credits)
EDSPE 534 Concepts and Principles of ABA II (3 credits)
EDSPE 535 History and Philosophy of ABA (3 credits)
EDSPE 536 Assessment in ABA I (3 credits)
EDSPE 537 Assessment in ABA II (3 credits)
EDSPE 538 Experimental Analysis of Behavior (3 credits)
EDSPE 539 Ethics and Professionalism in ABA I (3 credits)
EDSPE 549 Ethics and Professionalism in ABA II (3 credits)
EDSPE 552 Evidence-Based Instructional Strategies in ABA (3 credits)
EDSPE 553 Supervision in ABA (3 credits)
EDSPE 554** Behavior Analysts in Schools (3 credits)
EDSPE 563 Collaborating with Families & Educational Teams (4 credits)
EDSPE 571 Measurement in ABA (3 credits)

**EDSPE 530 is a year-long study seminar designed to help you prepare for the BACB exam following graduation.*

***EDSPE 554 is approved to meet the ESA course requirement of the [School Behavior Analyst ESA certification in Washington State](#).*

Fieldwork Courses

EDSPE 500 Practicum (9 credits)
EDSPE 601 Internship (9 credits)

COURSE SEQUENCE

YEAR 1					
FALL		WINTER		SPRING	
533 Concepts and Principles I	3	534 Concepts and Principles II	3	531 Planning Comprehensive Behavioral Interventions	3
571 Measurement in ABA	3	511 Single Case Research Design	3	552 Evidence-based Instructional Strategies	3
536 Assessment in ABA I	3	537 Assessment in ABA II	3	539 Ethics and Professionalism I	3
500 Practicum	3	500 Practicum	3	500 Practicum	3
YEAR 2					
FALL		WINTER		SPRING	
553 Supervision in ABA	3	549 Ethics and Professionalism II	3	554 Behavior Analysts in Schools	3
535 History and Philosophy of ABA	3	563 Collaborating with Families & Educational Teams	4	538 Experimental Analysis of Behavior	3
530 Readings in ABA	1	530 Readings in ABA	1	530 Readings in ABA	1
601 Practicum	3	601 Practicum	3	601 Practicum	3

REGISTRATION

You will register through MyUW (<https://my.uw.edu/>). For step-by-step registration instructions, visit <https://registrar.washington.edu/register/resources/>. Be sure to reference the UW Seattle Time Schedule (<https://www.washington.edu/students/timeschd/>) to locate course registration information.

The course sequence information listed above indicates which courses you should register for each quarter.

Troubleshooting Registration:

If you experience issues with registration or program payment, contact Registrar Student Services at regoff@uw.edu.

COURSEWORK TECHNOLOGY

All classes use a Learning Management System called Canvas. Canvas is used throughout the University of Washington for class management. You will use Canvas to submit assignments, take quizzes, see your grades, review graded assignments from your instructors, access materials and handouts, and watch videos. Instructors will give you directions for accessing and navigating the Canvas website for their class.

COURSEWORK TIME EXPECTATIONS

At the University of Washington, the basic rule for determining the amount of time you should expect to spend on a course is: **1 credit = 3 hours of work per week**. Thus, one 3-credit course represents a total time commitment of 9 hours per week. Total time includes time spent in class; time devoted to individual conference with instructors; and time devoted to reading or other study, problem solving, writing, laboratory work, exercises, or any other activity required by the instructor.

CONSENT FOR COURSEWORK ASSIGNMENTS

Some of your course assignments will require access to an individual with a disability or their family. These assignments may require consent from the individual themselves or from the individual's parent or legal guardian.

So that students do not have to send multiple consent forms home to a family for multiple assignments, we use a global program consent form for students to gain appropriate consent for assignments of any courses they will enroll in throughout the program.

Students are responsible for distributing this consent form to the families of any child/client who may be involved in their assignments. Students must show this consent form to their workplace supervisor before distributing it to families.

COURSEWORK PERFORMANCE REQUIREMENTS

In reporting grades for graduate students, the University of Washington uses a number system with possible values starting at 4.0 and decreasing by one-tenth increments. **A minimum grade of 2.7 is required to pass a class;** students will not receive credit for any class in which they receive a grade below 2.7. Students are also required to maintain a 3.0 GPA.

Progress in the program is assessed quarterly. If a student receives a 2.7 or lower in any class during a particular quarter, or receives less than a 3.0 average, that student will be put on academic alert. If the student again receives a 2.7 or lower in a class or receives less than a 3.0 average in the following quarter, the student will be placed on final academic alert. If the student again receives a 2.7 or lower in a class or receives less than a 3.0 average in the following quarter, the student will not be allowed to continue in the program.

Incompletes: A student may receive an Incomplete in a class. An Incomplete may be given only when the student has been in attendance and has done satisfactory work to within 2 weeks of the end of the quarter. Students must also furnish proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. To obtain credit for the course, a student must successfully complete the work within a designated timeline arranged between the student and the instructor. After the work has been completed, the instructor will then submit a grade. In no case may an Incomplete be converted into a passing grade after a lapse of 2 years or more. An Incomplete received by the graduate student does not automatically convert to a grade of 0.0 but will remain a permanent part of the student's record.

For the most updated information on university requirements for a master's degree, go to the Graduate School website at <https://grad.uw.edu/>.

CAPSTONE PROJECT

As partial fulfillment of the requirements for a Master of Education degree, each student in the ABA program completes a Capstone Project during their final year. The Capstone involves designing, implementing, and evaluating an applied intervention using single-case research design. Projects are conducted through the yearlong EDSPE 601: Internship course and typically focus on training, coaching, or supporting others in the use of behavior analytic strategies. Students present their final project in both written and oral formats at the end of the year. Both components must receive a *satisfactory* mark on the rubric to pass. Students who do not meet this requirement must enroll the following quarter to revise and improve their project before it can be approved.

Capstone Final Report Rubric

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory
Introduction	Provides a comprehensive synthesis of relevant literature, a compelling rationale, and a clear, well-formulated research question	Provides a mostly clear rationale and research question with adequate literature support	Includes a general rationale with limited connection to the research question; literature is somewhat relevant	Provides minimal support with vague research question; literature is sparse or not clearly connected	Missing or poorly written introduction with unclear or absent rationale and research question
Method	Thorough and precise description of all components: participants, setting, materials, DV/IV, design, fidelity, measurement systems, and social validity	Includes all required components with minor omissions or areas needing more detail	Most components are present but lack clarity or depth	Several components are vague, incomplete, or not clearly connected to the intervention	Major elements missing or described incorrectly; method lacks coherence
Social Validity & Fidelity	Clearly defines and reports social validity and fidelity measures; data are integrated into interpretation	Includes appropriate procedures with basic reporting and interpretation	Procedures mentioned but data are incomplete or interpretation is unclear	Social validity/fidelity mentioned but insufficient or poorly implemented	Missing or inappropriate procedures with no usable data
Results	Clearly and accurately presents all relevant data using well-labeled graphs and tables; analysis aligns with design	Data are mostly clear and complete with minor labeling or formatting issues	Data are presented but inconsistently analyzed or visualized; graphs/tables may be confusing	Data are poorly organized or incomplete; limited alignment with intervention goals	Results section is missing or lacks usable data; visual analysis not possible
Discussion	Offers thoughtful interpretation of findings, connects results to literature, discusses implications, and thoroughly	Interpretation is mostly accurate, includes some implications and limitations	Some interpretation is present but lacks depth; limited connection to literature	Interpretation is minimal or overly general; few insights or connections made	Discussion missing or lacks relevance; no interpretation or reflection provided

	identifies limitations				
APA Style	Demonstrates flawless use of APA 7th edition formatting, citations, and references	Minor formatting or citation errors present	Noticeable APA inconsistencies throughout	Multiple major formatting issues; citation errors interfere with clarity	APA style not followed or not attempted
Writing & Clarity	Writing is polished, clear, and professional; ideas are well-organized and free of grammatical errors	Writing is mostly clear and well-structured with few minor grammar or clarity issues	Writing is understandable but may be wordy, repetitive, or disorganized	Writing is frequently unclear or contains multiple grammar issues	Writing is disorganized, hard to follow, or severely affects readability

Capstone Poster & Presentation Rubric

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory
Content & Organization	Presents a well-organized summary of the project, including all key components (background, method, results, discussion)	Covers most major components with clear organization	Includes basic content but lacks organization	Some key elements missing or poorly organized	Major components missing or incoherent
Poster Design	Consistent formatting, and appropriate balance of text and visuals; professionally presented	Generally clear and readable with minor layout or visual issues	Poster is text-heavy or visuals are underused/misuse	Poster is cluttered, or hard to follow	Poster lacks professional formatting or is incomplete
Graphs & Data Presentation	Graphs and visuals are well-constructed, clearly labeled, and effectively communicate results	Graphs are appropriate and mostly clear with minor issues	Graphs are present but may lack clarity, consistency, or interpretation	Graphs are difficult to interpret, mislabeled, or disorganized	Graphs are missing or do not represent project results accurately
Oral Communication	Speaks clearly with appropriate pacing; demonstrates strong understanding of content	Mostly clear with minor hesitations or over-reliance on notes	Delivery is uneven or difficult to follow in places	Speaker is unclear or mumbles throughout	Inaudible, unprepared, or presentation is incoherent
Response to Questions	Responds thoughtfully and accurately to all questions, demonstrating mastery of the project	Responses are mostly accurate and appropriate	Answers are brief or lack clarity or depth	Struggles to respond; answers are vague or off-topic	Cannot respond to questions or responds inappropriately
Professionalism	Demeanor, and presentation meet or exceed expectations for a professional setting	Mostly appropriate with minor lapses in professionalism	Generally appropriate but lacks polish	Inconsistent or casual professionalism	Unprofessional demeanor

MAINTAINING STATUS IN THE PROGRAM

To maintain your graduate status, you must either be registered for at least one class or be officially on-leave from the time of first enrollment in the Graduate School until completion of all requirements for the graduate degree (this does not include summer quarter). If you cannot register for classes for any given quarter, please contact Paula Wetterhahn at paulajw@uw.edu to assist you with arranging for On-Leave status. For more information on this policy, see <https://education.uw.edu/my-coe/current-students/graduate/going-on-leave>.

PROFESSIONALISM

Behavior analysts are professionals. Thus, your experience in this program is designed to give you practice in acting in a professional manner, as well as practice in behavior analytic techniques. You are expected to honor your commitments to your fieldwork sites, fellow students, and instructors; maintain appropriate attendance; and interact with others at your work and in your classes in a courteous, professional manner. Written communication with faculty and other students is expected to be polite and professional.

UW ACADEMIC INTEGRITY POLICY

Students enrolled in the UW ABA program are expected to observe the code of academic integrity required of all University of Washington College of Education students. The College of Education holds very high standards regarding academic integrity. Coursework submitted must be the product of your own original effort. When you incorporate the works, words, or ideas of another, you must provide proper citations. If you are concerned about plagiarism, have questions about legitimate forms of collaboration, or are unclear about appropriate methods of citation, consult a style manual or the instructor. Along with plagiarism and unauthorized collaboration, other forms of academic misconduct include (but are not limited to) falsifying attendance records and submitting the work of others as if it were your own. Violations of the Academic Integrity Policy will result in sanctions that can range from disciplinary warning, to probation or suspension, to – in the event of severe or repeated violations – dismissal from the University. For more information please refer to the College of Education’s Academic Integrity Policy and related procedures: <https://education.uw.edu/foryou/students/academic-policies>.

It is important to know and understand the expectations of the University and your instructors regarding academic standards. This is especially relevant to the use of technology and online resources available today. **Artificial Intelligence (AI) content generators, such as ChatGPT, present opportunities that can contribute to your learning and academic work. However, using these technologies may also violate academic standards of the University.** Under the [University of Washington Student Conduct Code](#), cheating includes the unauthorized use of assistance, including technology, in completing assignments or exams. While some instructors may encourage you to use technology to enhance your learning experience, other instructors may prefer that you do your own work without seeking outside help. It is your responsibility to read the syllabus for each course you take so that you understand the particular expectations of each of your instructors. If you are unsure of expectations, you are encouraged to ask for clarification before you use specific resources in completing assignments.

ACCESS AND ACCOMMODATIONS

Disability Resources for Students (DRS) offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your course instructor(s) and DRS. If you have not yet established services through DRS but have a temporary or permanent disability that requires accommodations (this can include, but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are encouraged to contact DRS at 206-543-8924, uwdrs@uw.edu, or <https://depts.washington.edu/uwdrs/>.

It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with DRS to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to your instructors as early as possible so that they can accommodate your needs in the course.

RELIGIOUS ACCOMMODATIONS

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#). Accommodations must be requested within the first two weeks of a course using the [Religious Accommodations Request form](#).

RESOLVING CONCERNS

Concerns about classes:

If you have concerns about a class, your first course of action should be to talk directly to the instructor of that class. If you and the instructor are unable to resolve the issue together, or if you do not feel comfortable talking with your instructor about your concerns, you may contact the ABA Program Director, Alice Bravo, at acbravo@uw.edu. If you are not comfortable discussing your concerns with Dr. Bravo or are not satisfied with the discussion, you may contact the Special Education Area Chairperson, Kristen Missall, at kmissall@uw.edu. Finally, you may always reach out to Martin Howell, Assistant Dean for Academic & Student Affairs, at mthowell@uw.edu.

Concerns about fieldwork:

If you have concerns about fieldwork, your first course of action should be to talk directly with your supervisor about your concerns. If you and your supervisor are unable to resolve the issue together or if you do not feel comfortable talking with your supervisor about your concerns, you may contact the Fieldwork Director, Stefan Horbanczuk, at horbansa@uw.edu.

Concerns about the program:

If you have concerns about the program as a whole, please contact the Program Director, Alice Bravo, at acbravo@uw.edu. If you are not satisfied with your discussion with Dr. Bravo, you may contact the Special Education Area Chairperson, Kristen Missall, at kmissall@uw.edu.

ABA CERTIFICATION AND INTERNATIONAL STUDENTS

Only individuals who reside in the U.S. and Canada (with the exception of Ontario) may apply for BCBA certification. You can read more about BACB changes to their historically international focus [here](https://www.bacb.com/international-development/) (<https://www.bacb.com/international-development/>).

ABA CERTIFICATION AND LICENSURE

It is important that all students have a clear understanding of what our program provides and what it does not.

First, it is important to understand that this program does not provide you with BCBA certification. Our program provides the required coursework and some of the supervision required to sit for the BCBA exam. However, you may need to accrue additional fieldwork hours and still need to take and pass the BCBA exam following graduation.

Second, while the BCBA certification is valid in all 50 states, many states also require licensure of behavior analysts. State laws related to licensure of behavior analysts vary and do not necessarily reflect the same requirements as the BCBA certification. Applicants should be knowledgeable about licensure requirements in the state in which they may plan to practice. The BACB provides this resource for information on state licensure of behavior analysts: <https://www.bacb.com/u-s-licensure-of-behavior-analysts/>. Graduates of our program will have met Washington State requirements for licensure.

Finally, if you wish to work as a BCBA in a school, some states may have requirements that differ from licensure. For instance, in Washington State, behavior analysts are required to acquire a different credential to work in a school setting: <https://ospi.k12.wa.us/certification/educational-staff-associate-esa-certificates/esa-first-time-applicant/school-behavior-analyst-first-time>. Graduates of our program will have met Washington State requirements for the Educational Staff Associate certification as a School Behavior Analyst.

It is your responsibility to ensure that you have investigated the requirements in the country, state, and context in which you wish to work. We do not guarantee that our program will meet those requirements.

UW RESOURCES

Any Hungry Husky

The UW Food Pantry provides food assistance with shelf-stable groceries and seasonal fresh produce for no cost to students, staff, and faculty who for whatever reason are having a hard time putting food on their plate. Anyone with a Husky ID is eligible to receive support, visit the [UW Food Pantry Website](#). If you are in urgent need of food, you can submit an [Emergency Aid Request Form](#).

College of Education Office of Student Services

[The College of Education Office of Student Services](#) is located in 206 Miller Hall. Hours are Monday through Friday, 9:00 a.m. to 4:00 p.m., unless stated otherwise. They can also be reached at (206) 543-7834 or edinfo@uw.edu. You may also visit the College of Education's website for information about services offered to you as a student: <https://education.uw.edu/foryou/students>

Writing Centers

The UW is here to assist in any writing needs you may have and offers graduate students many writing centers on campus. For more information on location and schedules, visit: <https://writing.washington.edu/for-students/writing-support-graduate-students>

Disability Support Services

The Disability Services Office (DSO) provides an array of academic support and students services: <http://depts.washington.edu/uwdrs/>

Husky Health Center

Graduate school is a period of high stress. If you encounter physical or mental health challenges that interfere with your life as a student, services are available to you at Husky Health Center at (206) 685-1011: <https://wellbeing.uw.edu/unit/husky-health/>

Graduate School

The UW Graduate School website (<https://grad.uw.edu>) lists extensive resources for graduate students including: Enrollment statistics, financial information, student life, and career resources.

GPSS – Graduate & Professional Student Senate

The University of Washington offers many opportunities for students to gain experience in campus governance. Graduate students can serve as graduate representatives on campus committees or participate in GPSS governance. For information, visit <https://depts.washington.edu/gpss/>.

GSEE – Graduate Student Equity & Excellence

The Graduate School is also the home to GSEE, available online at <https://grad.uw.edu/equity-justice/gsee-graduate-student-equity-excellence/>. GSEE is one of several resources on campus for graduate students of color and traditionally underrepresented groups that address issues of diversity, equity, and inclusion including academic, campus, outreach, recruitment, and community information.

Student Life

This office is the main conduit for all general student services at the University of Washington from student groups to counseling services:

<https://www.washington.edu/studentlife/>.

Office of Minority Affairs & Diversity

The Office of Minority Affairs & Diversity (<https://www.washington.edu/omad/>) furthers a core mission of UW by providing outreach and academic support services to students of all backgrounds.

Safe Campus

SafeCampus' mission is to foster a safe and supportive UW community. They strive to help students prevent violence and be prepared to respond when it occurs. You can call SafeCampus anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others: <https://www.washington.edu/safecampus/> (206) 685-7233

Alene Moris Women's Center

The Alene Moris Women's Center (<https://www.washington.edu/womenscenter/>) disrupts cycles of oppression and breaks down gender-based barriers through transformational education programs, leadership development, and advocacy for girls, women, and people of all gender identities. Programs and services are open to all students, staff, faculty, and community members.

UW News & Events

To find out what's going on around campus, select the "News & Events" drop down menu from the top of the UW home page at <https://www.washington.edu/>. Events range from arts performances to lectures. Admission to all museums and galleries on the UW campus (including the Burke Museum and the Henry Art Gallery) is free to UW students.

IT Connect

Information Technology (IT) Connect provides information about technology at the UW—instructions, how-to documentation, quick-start guides—for teaching, learning, studying, research, planning and administration, and more. For more information about how IT Connect can help you with computing and information technology, visit <https://it.uw.edu/get-started/students/>.

MENTAL HEALTH/WELLNESS RESOURCES

The best UW website for mental health resources is: <https://wellbeing.uw.edu/topic/mental-health/>.

On that page, they have information for accessing one-on-one support; ongoing therapy; groups; and general mental health resource information, including:

Husky Helpline is available 24/7 to connect you with a Licensed Mental Health Counselor: <https://wellbeing.uw.edu/huskyhelpline/>. Husky Helpline is supported through Telus to give students access to same-day, confidential mental health and crisis intervention support, and in multiple languages.

There are several ways students can connect:

Phone: Call 206-616-7777 (if calling from outside the US or Canada, dial 001—416-380-6578).

Online chat: Chat with a Telus counselor on the [Telus website](#) or on the Telus app ([Apple App Store](#) | [Google Play](#)).

Let's Talk is a program that connects UW students virtually and in-person with support from experienced mental health counselors from the [Counseling Center](#) without an appointment: <https://wellbeing.uw.edu/virtual-lets-talk/>. Let's Talk offers informal consultation – it is not a substitute for regular therapy, counseling, or psychiatric care.

Counseling Center

The [Counseling Center](#) offers a safe, inclusive environment to help you explore the challenges of life and learning through:

- Counseling (individual, group, career and crisis)
- Consultation with faculty, staff and parents who have concerns about a student
- Crisis services: Free 24-hour crisis support via phone. Call 866-427-4747.
 - Crisis Text Line: Free 24-hour crisis support via text message. Text **HEAL** to **741741** to get started.

These services are provided at no charge to currently enrolled, degree-seeking UW students thanks to support by the Services and Activities Fee.