Mission

The Doctor of Behavioral Health (DBH) program is an international education and training program designed to develop future leaders in integrated primary behavioral health care. DBH graduates develop, deliver, and evaluate programs that effectively transform healthcare systems. We are measured by the success of our innovative and entrepreneurial Doctors of Behavioral Health who employ and promote evidence-based, efficient, and cost-effective models of accountable care delivery that achieve the Quadruple Aim while reducing unnecessary medical and behavioral care utilization.

Clinical Concentration Vision

The Doctor of Behavioral Health program strives to be a healthcare industry leader and partner. We seek to train graduates who are leaders in the healthcare marketplace, utilizing the latest evidence-based approaches to integrated care. We aspire to have graduates who demonstrate the knowledge and skills necessary to respond to an evolving healthcare market, with the hopes that the behavioral health workforce is trained (or retrained) to supply every primary care clinic and integrated medical setting with a robust behavioral health staff who can utilize population-based approaches in order to achieve the Quadruple Aim.

Management Concentration Vision

The Doctor of Behavioral Health program strives to be a healthcare industry leader and partner. We seek to train graduates who are leaders in the healthcare marketplace and have the knowledge and skills necessary to respond to an evolving healthcare market. We aspire to have our management graduates understand the critical importance of integration of the healthcare system, and to create programs that employ evidence-based process improvement practices in order to achieve the Quadruple Aim.

ASU Charter

ASU is a comprehensive public research university, measured not by whom we exclude, but rather by whom we include and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.

Justice, Equity, Diversity and Inclusion at the College of Health Solutions

At the College of Health Solutions, we are focused on improving the health of the communities we serve. Every student, every faculty and staff member, every individual and community member should have the opportunity for better health throughout their lifespan. To improve health, we must embrace and support greater diversity, equity and inclusivity in everything we do, including teaching, research and service. We are committed to doing better. You are welcome at the College of Health Solutions, and this is what you can expect from us.

Commitments to Justice, Equity, Diversity and Inclusion

We create leaders who advance the principles of justice, diversity, equity and inclusion, shaping a future in which all community members can fully realize their potential.

We embed diversity, equity and inclusion as a transformational force in every aspect of our teaching, research and service as we work to address the challenges facing people and communities to stay healthy, improve their health and manage chronic disease.

We believe that diversity and inclusion are essential for excellence and innovation, and thus it is stated in our college values: We maximize opportunities for people of diverse backgrounds, abilities and perspectives.

We support underrepresented and historically marginalized groups, and will not tolerate discrimination or hate of any kind.

DOCTOR OF BEHAVIORAL HEALTH PROGRAM
STUDENT HANDBOOK
FALL 2022

Table of Contents
The following policies reflect those established by the ASU Graduate College, the College of Health Solutions (CHS), and the Doctor of Behavioral Health program. We have highlighted specific Graduate College and CHS policies we believe are important for students to understand.

Please note, it is your responsibility to be informed of ALL Graduate College, CHS, and DBH policies, not just the ones outlined below.

Section 1 - Graduate College and CHS Policies

ASU Graduate College Policies
Please pay careful attention to the policies addressing academic integrity, policy manuals, continuous enrollment, course levels eligible for graduate credit, and graduation deadlines and requirements.

CHS Graduate Student Resources

Section 2 - Academic Program Policies

Academic Integrity, Plagiarism, Self-Plagiarism	Policy #: **2-100**
Distribution: **Students**	Effective Date: **7/14/2020**
Responsibility: **Students, Faculty**	Revision Date(s):

PURPOSE

Although education regarding what constitutes plagiarism is plentiful in the orientation assignments, and across DBH classes, there are still instances of plagiarism in submitted assignments. This policy was created to address these instances of student plagiarism.

As noted on the ASU Office of the Provost website:

"Academic honesty is expected of all students in all examinations, papers, academic transactions and records. The possible sanctions include, but are not limited to: appropriate grade penalties, loss of registration privileges, disqualification and dismissal. ASU strictly adheres to the academic integrity policy. Students should familiarize themselves with the ASU Student Academic Integrity Policy and the Student Honor Code."

Carrie Robinson, the Academic Integrity Officer for the College of Health Solutions, can be reached at Carrie.Robinson@asu.edu

DEFINITION

As noted on the ASU Office of the Provost website:

"Plagiarism, or the use of another's words, ideas, materials, or work from the Internet or any other source without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately."

This includes self-plagiarism which is the use of work or assignments previously submitted to other courses, or distributed in any way such as publishing or presenting. or otherwise previously used work by the student in the assignment in question.

POLICY
ASU Graduate Policies and Procedures
ASU Academic Integrity Policies
ASU Office of the Provost Academic Integrity
ASU Library Tutorials & Resources on Plagiarism

DBH students are expected to submit original work that they alone produced for every assignment. When violations are discovered the faculty will complete these steps until the issue is resolved.

The DBH Program has a zero tolerance policy for plagiarism. The plagiarism software used for many DBH assignments is Turnitin. The student is required to review the Turnitin report to ensure the identified matches within their document are not plagiarism. This review is necessary as Turnitin can identify references, and common terms and phrases as matches with published or previously submitted works. If the report indicates the work is plagiarized, the student can revise and resubmit the work if time allows before the assignment due date. The opportunity to self-correct is not available after the due date. If the student does not, or is unable to revise before the due date, the following process will be initiated. If the instructor identifies plagiarism outside of Turnitin the following process will be initiated:

1. If the initial incident occurs within a course, the instructor will outreach to the student via email, notifying them of this policy, and send a copy to the student's Chair/Advisor. It is at the discretion of the instructor for this first incident whether to give the student an opportunity to revise and resubmit the work or give a 0 for the assignment. If the initial incident occurs outside of a course (e.g., culminating project) the student will be given one opportunity to correct prior to initiating step 2.

2. If there is a repeat incident, the student will receive a 0 for the assignment and the instructor and Chair/Advisor will request a live recorded conversation with the student to address their concerns of plagiarism.
3. If the Chair/Advisor is unable to resolve the situation, or if the student refuses to engage in a meeting, or plagiarizes again, then the Chair/Advisor transfers the case to the Program Directors to oversee the development of a Remediation Plan, with faculty input, and provide a CHS Student Support team referral. The Program Directors refer the student back to the Chair/Advisor for enforcement of the Remediation Plan.
4. If the student does not cooperate with, or adhere to the Remediation Plan, steps for dismissal from the program will be initiated.

EVALUATING POLICY COMPLIANCE
Student adherence to the above policy will be determined by:
1. Repeated incidents of plagiarism
2. Completion of required meetings with instructor and/or Chair/Advisor
3. Support Plan and/or Remediation if implemented
4. Tracking/managing Support and/or Remediation Plan through MyDBH task completion

RELATED FORMS AND DOCUMENTS
- REMEDIATION PLAN DOCUMENT PROVIDED BY CHAIR/ADVISOR

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Close Relationships and Academic Integrity	Policy #: **2-105**
Distribution: **Students**	Effective Date: **1/11/2016**
Responsibility: **Student, program**	Revision Date(s):

PURPOSE
The following policy outlines expectations for academic integrity and independent work among enrolled students engaged in close, personal relationships.

DEFINITION
There are times when two or more individuals, previously or concurrently engage in an intimate or close personal relationship, enroll in the DBH Program simultaneously. This policy is designed to outline the expectations for independent work among such students in an effort to uphold the highest standards of academic integrity.

POLICY
ASU Graduate Policies and Procedures
ASU Academic Integrity Policies
ASU Office of the Provost Academic Integrity

If students enrolled in the program have a previous or concurrent intimate or working relationship, the following steps will be taken to ensure independent work and academic integrity:
1. Students will be assigned to separate advisors.
2. If the pair(s) of students are enrolled in the same course:
    a. Students must work independently on projects, including choosing different research topics (unless the assignment topic is the same for all students).
    b. Students may not work together on any quizzes or exams. Such collaboration is strictly prohibited under the academic integrity policy and can be grounds for immediate dismissal.
    c. Students will be assigned to separate internship consultation groups.
3. The students' Chair/Advisors will consult to ensure that they are pursuing separate and unique topics for their Culminating Project.

EVALUATING POLICY COMPLIANCE
1. Students will adhere to the policy requirements as outlined above.
2. Chair/Advisors reserve the right to consult with each other on each student's progress to confirm adherence to policy requirements.
3. As always, instructors reserve the right to utilize TurnItIn and other originality software to ensure submitted work is the student's own writing.
4. Instructors reserve the right to deny requests from the students to focus paper(s) and project(s) on the same or similar topics.
5. Failure to adhere to the above can be considered a violation of academic integrity and is grounds for dismissal from the DBH Program.

RELATED FORMS AND DOCUMENTS

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Outside Institution Transfer Credits	Policy #: **2-110**
Distribution: **Student**	Effective Date: **8/21/2014**
Responsibility: **Student, Advisor, Student Success Team**	Revision Date(s): **8/21/2014; 6/10/2020**

PURPOSE
With the approval of the degree program and the Graduate College, students may include a maximum of 12 graduate-level pre-admission credit hours towards their DBH degree, assuming those credits have not yet been applied to a prior terminal degree.

DEFINITION
Credit hours completed at ASU or from another regionally-accredited U.S. institution or an international institution officially recognized by that country, before the semester and year of admission to an ASU graduate degree program, are considered pre-admission credits if and only if they align with the DBH curriculum.

POLICY
ASU Graduate Policies and Procedures

1. In order to be considered, all proposed courses must meet the following requirements.
    a. Grade of "B" or better
    b. Not applied towards a previously completed degree
    c. 500 level or higher (graduate-level only)
    d. Qualifying pre-admission credits must have been taken within three years of admission to the ASU degree program
    e. Credits obtained from a regionally accredited institution
2. Only courses that are substantially similar to DBH courses will be considered for transfer credits.
3. Academic credits earned at institutions other than ASU that base their credit calculation on a different scale from ASU's are subject to conversion before inclusion on the Interactive Plan of Study.

EVALUATING POLICY COMPLIANCE
1. Student must request the creation of a transfer credit task in MyDBH by emailing the Graduate Support Coordinator (CHSgrad@asu.edu).
2. Student completes and uploads Transfer Request Form to their MyDBH transfer credit task.
3. Student orders official transcripts to be sent to Graduate Admission Services from the records office of the institution where the credits were earned.
4. Student's Chair/Advisor reviews and approves/denies request via MyDBH.
5. Approved pre-admission credits need to be added by student to their iPOS.
6. iPOS is reviewed by the Graduate College after initial approval by the academic program, final approval or denial of transfer credits is made by the Graduate College.

RELATED FORMS AND DOCUMENTS
- GRADUATE POLICIES AND PROCEDURES HANDBOOK
- MYDBH TRANSFER CREDIT TASK. REQUIRED FORM CAN BE DOWNLOADED FROM THE MYDBH TRANSFER CREDIT TASK.

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Technology Requirements	Policy #: **2-120**
Distribution: **Students**	Effective Date: **8/21/2014**
Responsibility: **Program Director**	Revision Date(s): **12/15/2015; 7/11/2017; 6/10/2020; 7/14/2022**

PURPOSE
The following policy provides a description of the minimum technology requirements needed to participate in an online program.

DEFINITION
Since the DBH Program is delivered online, the student is required to obtain and maintain their computer system to facilitate access and participation in the program meetings and activities.

POLICY
1. **ASU Email and Login**
   a. *The format of the student's ASURite email address is: [Student ASURite]@asu.edu*
   b. All email ASU communications are conducted through official ASU email accounts.
   c. Do not forward your ASU email to a personal account.
   d. All university online platforms require the student to login with ASURite email address (e.g., MyASU, Canvas, MyDBH, Google apps & docs)
   e. Student is required to use their ASU email account to communicate with all university programs and services.
   f. Students are required to check ASU email daily.
2. **Hardware requirements**
   a. Minimum computer specifications (desktop or laptop computer required) for optimal performance:
      i. Operating System (select automatic updates to maintain a current OS)
      ii. Hard drive - 40 GB of free hard disk space
      iii. Student needing to purchase a new computer may contact the ASU Bookstore who provides a discount on Apple, HP, and Dell computers
   b. Earbuds and microphone – Student will be asked to speak during courses in the program that require a good set of earbuds and microphone that enables the sharing of clear sound.
   c. Webcam – Student will participate in a number of course webinars in the program that require a good webcam that enables the sharing of a clear video.
   d. Scanner – Student will need to scan and upload signed documents at several times in the program. The scanner must be configured to provide a PDF of the documents needed for upload.
   e. Ethernet connection – Student is required to have a wired connection to the internet. A wifi connection is not stable enough to support online course engagement.
   f. *Note:* A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in ASU Online courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and videoconferencing.
3. **Software requirements** – the following is a list of the software that must be *installed on the student's computer:*
   a. Word processing and slide presentation software - Student will need to submit assignments as Microsoft Word documents or PowerPoint slides as appropriate.
      i. It is suggested to have Microsoft Office 365 for Windows or Mac. Both of these are available for free to all students in MyASU under the apps section.
      ii. OpenOffice, GoogleDocs, and Apple iWork may NOT be used to submit assignments.
      iii. PDF Reader – Some of the readings in the program will be provided as a PDF file.
4. Students using a Mac, these files will open automatically in Preview
   a. Students using a PC will need to install the free Adobe Acrobat Reader.
   b. Web Browser - Mozilla Firefox and Google Chrome are recommended for this program. Install both browsers to be prepared when there is a problem with one, the other is readily available.

Mac users may also want to use Safari.

    c. Java – This is similar to the Flash plugin. Update when prompted.

    d. Screenshot sharing or snipping tool capability

5. **Online tool requirements** – the following is a list of the tools that are *accessed through the student's web browser. As online instructional technology is constantly evolving, and the DBH Program utilizes new evidence-based technologies as available, this is not an exhaustive list of technology utilized in the program:*

    a. Canvas – course management system

    b. MyDBH – DBH Program management tool

    c. YouTube – recording tool

    d. Zoom – video conferencing tool

    e. Slack - collaboration tool

6. **Computer maintenance**

    a. System and software updates – Students are required to regularly update the operating system and installed software. Systems that are out-of-date may not work properly and may create vulnerabilities in the ASU system and others' computers with whom documents are shared.

EVALUATING POLICY COMPLIANCE

1. Students are held responsible for having and maintaining the proper computer systems and software needed to engage in each course.

2. Students may not claim inability to meet course deadlines because of technical issues, unless the student is able to provide documentation (e.g., screenshots) of efforts to submit work on time and communicate with University technical support prior to the assignment due date. Extensions will only be granted if the technical problem is due to University-wide system outages.

3. If instructors and/or staff determine that the student is experiencing technical problems due to improper follow-through with utilizing available resources and technical support, the following support and resourcing process will be implemented within the scope of course or program tasks. Progression through the following levels of support will occur if the issue(s) persists:

    a. An initial incident results in a student meeting one-on-one with the Chair/Advisor to develop a student support plan. The Chair/Advisor monitors and supports student performance with identified plan objectives.

    b. If the student fails to follow the support plan, the Chair/Advisor will develop and monitor student adherence to a remediation plan.

4. If the student fails to complete the initial meeting with their Chair/Advisor or fails to acknowledge acceptance of the support plan, the support plan will be created by the Chair/Advisor without student input and will remain valid until issues in the support plan are resolved.

5. If the technical support team discovers that a student is experiencing technical problems due to a deficient system, the student will be placed on a remediation plan that is completed by one or more of the following:

    a. Students take an active role in working with technology support to resolve the issue(s).

    b. Students may need to purchase alternative equipment and/or software.

RELATED FORMS AND DOCUMENTS

- ASU Online Courses

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Use of My DBH Dashboard	Policy #: **2-130**
Distribution: **Students**	Effective Date: **8/17/2017**
Responsibility: **Advisor, Student Success Team**	Revision Date(s):

PURPOSE

The following policy provides a description of the requirements needed to monitor progress and address tasks throughout the DBH Program.

DEFINITION

MyDBH is the online data management system used to monitor student performance throughout the program. The platform provides a central location for gathering student data from ASU's mainframe and information submitted by faculty, staff, and students (e.g., program announcements, course enrollments and grades, culminating project assignments, and pre-internship and internship tasks). Each student has a personal dashboard that provides a one-page summary of the student's progress in each program area and links to embedded pages that provide additional details about each area. Alerts and visual meters are built into the platform to direct students' attention to the tasks and performance issues that need to be addressed.

POLICY

1. Students are required to access and review their personal dashboard at least twice every week throughout the program; more regular access may be required during enrollment in the Culminating Project and Internship courses.
2. Students are responsible for the following activities in MyDBH:
    a. Be familiar with the program information that is provided in the announcements section.
    b. Be aware of and address tasks that are labeled with deadlines.
    c. Monitor progress toward meeting performance standards (e.g., course grades, internship metrics).

EVALUATING POLICY COMPLIANCE

1. The platform records the access date and time when a student accesses the system. If a student contacts program faculty or staff requesting information before accessing the information that is currently available in MyDBH:
    a. An initial incident results in a student meeting one-on-one with the Chair/Advisor to develop a student support plan. The Chair/Advisor monitors and supports student performance with identified plan objectives.
    b. If the student fails to follow the support plan, the Chair/Advisor will develop and monitor student adherence to a remediation plan.
2. If the student fails to complete the initial meeting with their Chair/Advisor or fails to acknowledge the acceptance of the support plan, the support plan will be created by the Chair/Advisor without student input and will remain valid until issues in the support plan are resolved..

RELATED FORMS AND DOCUMENTS

- MyDBH

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Professional Communication	Policy #: **2-200**
Distribution: **All Students**	Effective Date: **7/15/2017**
Responsibility: **Faculty, Staff, Students**	Revision Date(s): **6/22/2021**

PURPOSE
Professional communication is an essential component of a positive learning environment and future career success. The lack of in-person interaction in an online program may result in unanticipated communication challenges. This policy is intended to identify and resolve unprofessional communication in such circumstances.

DEFINITION
In an online program, communication (e.g., email, telephone call, webinars and video conferencing, online post) often occurs at a distance, and with limited contextual cues. At times, such communication may be perceived by the recipient as inappropriate or unprofessional. Unprofessional communication is defined as communication that is excessive (e.g., repeated emails or phone calls), or is perceived as aggressive in tone, condescending, threatening, dismissive of faculty concerns, flippant, or otherwise causes concern or discomfort for the recipient of the communication. When communication is deemed to be unprofessional, the student's Chair/Advisor and DBH faculty will work together to help the student develop their communication style so that their intentions are better received.

POLICY
[ASU Office of the Provost Academic Integrity](#)

The DBH Program has a zero tolerance policy for aggressive, threatening, condescending, or otherwise unprofessional communications to faculty, staff, or other students. Any DBH faculty (e.g., clinical faculty, faculty associates, and/or academic associates) or staff can express concerns regarding unprofessional student communications. When identified, the following steps will be taken and documented:

1. If the initial incident occurs within a course, the instructor will respond to the student via email, notifying them of the policy, and send a copy to the student's Chair/Advisor.
2. If there is a repeat incident, the instructor and Chair/Advisor will request a live recorded conversation with the student to address their concerns of professional communication and the Chair/Advisor will establish a Student Support Plan.
3. If the student refuses a live conversation and/or if the issue is unresolved, the Chair/Advisor will schedule a meeting (recorded) with the student and the Chair/Advisor will establish a remediation plan.
4. If the Chair/Advisor is unable to resolve the situation, or if the student refuses to engage in a meeting, then the Chair/Advisor transfers the case to the Program Directors who initiate a CHS Student Support team referral. The Program Directors refer the student back to the Chair/Advisor for enforcement of the Remediation Plan.
5. If the student does not cooperate with, or adhere to the Remediation Plan, steps for dismissal from the program will be initiated.

Students will be considerate and respectful of classmates, instructors, advisors, and staff in all aspects and commit to acting in a professional manner in all school settings (i.e., classes, sponsored events, meetings) and in all written or verbal communications. All communications should occur in a professional tone and appropriate format.

Instructors provide clear procedures for communication in their syllabi including office hours (posted or by appointment), or alternative communication/meeting methods if applicable. The syllabi includes contact information for the instructor, typically email and phone number, or other communication processes they have for their classes and advisees that provide students a method for making appointments. Advisor contact information is provided within the students' program acceptance email.

Examples of *appropriate behaviors* expected when participating in DBH program-related activities and communications (verbal or written):
- Student communicates clearly, promptly, and in a respectful manner with students, staff, colleagues,

instructors, and the public.
- Student maintains professionalism in interpersonal relationships, manner, appearance, and communication.
- Student accepts and implements program faculty and staff feedback and makes good faith attempts to improve performance based on feedback.
- Student reviews assignments, assignment requirements, and assignment rubric, before discussing feedback with an instructor, to ensure the discussion will improve your performance in the program rather than to simply express dissatisfaction.
- Student reviews communications prior to engaging with faculty and staff to ensure
    - That there is need for the communication
    - That the message clearly and succinctly addresses the issue
    - That the number of communications are limited

Examples of *unacceptable behaviors* that do not meet this policy:
- Student uses or displays **inappropriate language** (e.g., profanities, obscenities, hate speech) with other students, faculty, staff, and/or other professionals.
- Student **refuses to address faculty and/or staff by professional name/title** (students are required to call their faculty by Dr. or Professor and their last name unless the faculty explicitly provides an alternative preference)
- Student makes **disruptive, rude, condescending, argumentative, accusatory, confrontational, threatening, or intimidating comments** in a course, email, phone call, or other professional setting.
- Student **repeatedly requests information that is readily available** on the Student Orientation website, MyDBH, CP website, and/or in the Canvas course shell(s).
- Student **emails multiple instructors, staff, and advisor** to answer the same question(s) before waiting for a response from the initial recipient or frequently calls and/or emails faculty and/or staff related to the same topic within a short period of time.
- Student **schedules appointments with faculty, staff, or classmates and does not show** and/or provides no communication regarding cancellation prior to the scheduled appointment.

Students are required to maintain professional communication through all online channels. **Netiquette** refers to the standards that guide online written communications (e.g., discussion board posting and email messages), which are courteous, polite, and professional. See the ASU resource "Netiquette for Online Students'': https://asuonline.asu.edu/newsroom/online-learning-tips/netiquette-online-students/

Participants should consider the following **tips** when communicating using online platforms:
- **Include identification, salutation, and signature in all communications**. Begin with a salutation with the recipient's name or title, whichever is their preference ("Hi Joan" or "Hi Dr. Smith'') and conclude with your signature.
- **Review your writing before you post and try to interpret it objectively.** Written communication does not include the nonverbal cues such as expressiveness of changes in tone, volume, pauses, facial expressions that we convey in in-person communication. Read your post aloud and listen to make sure you are clear. All caps ("I'M FRUSTRATED") and exclamation points ("!!") can be misinterpreted by your peers as intense anger without these nonverbal cues.
- **Use your professor's/instructor's proper title.** It is expected to use the proper title for your professor or instructor, but some students tend to forget this in an online class. Unless the professor states otherwise, use their proper title in communications. In addition, be respectful of them just as you would in a traditional classroom.
- **Spelling and grammar.** Review your post in a Microsoft Word document and run the Spelling and Grammar Check to correct errors. Then copy and paste the text into the online post or email message.
- **Don't assume others share your perspective**. Online classes are made up of students from diverse age, gender, racial, ethnic, social, and lifestyle backgrounds. Keep this in mind as you review your message before posting it. Think about how others from different backgrounds may interpret your message.
- **Respect other students' and your own privacy.** Don't share another student's personal email address or comments without permission. Keep in mind that anything you post on the internet may be shared by others, so be thoughtful in sharing information about yourself.

EVALUATING POLICY COMPLIANCE

Student adherence to the above policy will be determined by:
1. Communications in the DBH program
2. Completion of required meetings with instructor and/or Chair/Advisor
3. Support Plan and/or Remediation if implemented
4. DBH Faculty/Staff interactions and review (especially email communication)
5. Tracking/managing Support and/or Remediation Plan through MyDBH task completion

RELATED FORMS AND DOCUMENTS
- REMEDIATION PLAN DOCUMENT PROVIDED BY CHAIR/ADVISOR

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Academic Progress	Policy #: **2-205**
Distribution: **All Students**	Effective Date: **8/21/2014**
Responsibility: **Chair/Advisors, Leadership**	Revision Date(s): **8/21/2014; 6/16/2017**

PURPOSE
Professional ethics demand that student deficiencies be addressed as soon as possible. The purpose of this policy is to describe Academic Program and Graduate College policies and procedures related to student Academic Progress.

DEFINITION
Professional ethics demand that student deficiencies be addressed as soon as possible. Student deficiencies are defined as a lack of progress in achieving program learning objectives and core competencies in the curriculum, internship, and/or culminating project. Many deficiencies can be successfully addressed by the student and faculty member in the context of the course or other learning experience (e.g., Internship, Culminating Project) without recourse to the more formal procedures described below.

POLICY
ASU Graduate Policies and Procedures

Deficient student progress and/or performance will be reviewed and evaluated by the faculty and assigned to one of three possible consequences:
1. **In Good Standing**. The faculty determines the deficiency to be relatively minor and easily correctable. The student is required to pursue a course of action to resolve the deficiency, under the guidance of their Chair/Advisor.
2. **Deficiencies and/or Concerns Identified; Student Support Plan Issued.** The faculty determines a deficiency or concern to be substantial enough to warrant a student support plan. Student support plans are intended to assist the student in locating and accessing the relevant resources to help them be successful in completing the program in a timely manner. Student support plans may be issued for a variety of reasons and are intended to provide support to remedy concerns.
3. **Not in Good Standing – On Probation; Remediation Plan or Formal Probation in Place.** Students are placed on probation for either academic reasons or performance concerns that warrant significant attention (e.g., failure to make progress in the student support plan, or egregious behavioral concerns that need to be addressed rapidly via remediation plan). Students are placed on academic probation whenever their cumulative graduate GPA drops below 3.0. Based on semester reviews of student performance and GPA, students will be notified in writing by the College of Health Solutions when this occurs.
   a. Students on academic probation must raise their cumulative GPA within the next nine credits of enrollment or an academic year (whichever comes first).
      i. Failure to raise one's cumulative GPA above a 3.0 during this time frame will result in a recommendation for dismissal (see below).
   b. Students on probation may also be placed on a remediation plan if warranted
   c. Students on academic probation may not participate in any internship experience
      i. Registration for internship is contingent upon maintaining a cumulative GPA of 3.0 or above.
4. **Recommended Dismissal from the Program.** The faculty determines the deficiency to be so substantial as not to warrant remediation, or further remediation, but rather a recommended dismissal from the program, or a student fails to meet the terms of their probation. A recommended dismissal of a student from the program represents the determination of the faculty that the student has not demonstrated an expected level of performance in academic work (inclusive of work performed during internship), or in other critical areas of professional conduct, and that in the Academic Program's opinion, the student is not to be given an opportunity (or additional opportunity) to remediate the deficiency. Recommended dismissal may or may not follow a period of probation. Rules regarding recommended dismissal of a student from the program include:
   a. The student receives a written notice from the Student Success Hub of the intent to recommend

the student for dismissal from the DBH program.

   i. Students may appeal a decision for dismissal from the program by submitting a letter of appeal to the Program Director. Any written statement by the student is expected to focus solely on the deficiencies and/or concerns identified in the dismissal notice and/or the remediation plan(s).
   ii. The appeal letter must be received within 10 business days of the date of the letter of dismissal. The letter should state the reasons justifying a reversal of the original decision and provide substantive evidence in support of the request.
   iii. Letters received after the 10 business-day interval will not be reviewed and the dismissal will be final.
   iv. The DBH Faculty will review all letters of appeal that are received within the 10 business-day time frame. The committee will submit their decision to the Program Director within 10 business days of receipt of the student's letter.

b. The Program Director will then notify the Student Success Hub of the decision.
c. The Student Success Hub will inform the student of the decision.
d. If the appeal is denied, the student may appeal to the CHS Academic Standards and Grievances Committee within 10 business days of receiving the denial of the appeal. The CHS Academic Standards and Grievances Committee will review the dismissal and appeal materials and make a recommendation to the Dean of the College of Health Solutions. The Dean will have 20 calendar days to make a final decision.
e. If at any stage, a timely appeal is not submitted by the student, the Program Director will recommend dismissal to the Graduate College via the Student Success Hub. The Graduate College will then inform the student of the dismissal by letter.

EVALUATING POLICY COMPLIANCE

Student adherence to the above policy will be determined by:

1. Chair/Advisor discussion with course instructors
2. DBH Faculty/Staff interactions and review
3. Remediation plan review

RELATED FORMS AND DOCUMENTS

- REMEDIATION PLAN DOCUMENT PROVIDED BY CHAIR/ADVISOR
- STUDENT SUPPORT PLAN

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Non-DBH Electives	Policy #: **2-210**
Distribution: **Students**	Effective Date: **8/21/2014**
Responsibility: **Students, Advisors**	Revision Date(s): **6/28/2019, 8/10/2020**

PURPOSE

Determine if requested non-DBH electives are appropriate for application to the completion of the DBH degree.

DEFINITION

Courses (only 500-level or above) that are offered from other programs within Arizona State University (ASU) that may be applied to the completion of the DBH degree, as electives.

POLICY

ASU Graduate Policies and Procedures

1. In the interest of tailoring their learning experience to meet their individual interests, DBH students may elect to take oCourses from other health-related fields within ASU. For courses that are not pre-approved by the DBH program, students are required to obtain permission to take the course from their Chair/Advisor. To do this, they must upload the course syllabus, and obtain permission to take the course from the instructor.
2. If a student wants to take an elective in a non-health related field, the request will need to be reviewed and approved by the student's Graduate Support Coordinator (CHSgrad@asu.edu).
3. Non-DBH electives must meet all of the following criteria:
   a. Offered for academic credit at ASU
   b. 500-level course or higher
   c. Offered as part of ASU Online

Please note that some courses require program consent in order to register. If a student wishes to take a course from another program that requires program consent, they must obtain consent from the program offering the course. The DBH Program is unable to provide overrides for such courses.

EVALUATING POLICY COMPLIANCE

1. For courses in non-health related fields:
   a. Student contacts advising at CHSgrad@asu.edu for approval, prior to registering for the course and at least two weeks prior to the start of the semester.
   b. Request is reviewed. Student cannot register for the class until the request is approved
   c. Student will be notified of the approval/denial via email.

RELATED FORMS AND DOCUMENTS

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Continuous Enrollment	Policy #: **2-212**
Distribution: **Students**	Effective Date: **7/23/2020**
Responsibility: **Students, Chair/Advisors**	Revision Date(s):

PURPOSE
Guide students in the process of maintaining enrollment status when not actively registered for a course at ASU.

DEFINITION
Student enrollment for at least one credit ensures active student status.

POLICY
ASU Graduate Policies and Procedures

Once admitted to a graduate degree program, students must be registered for and enrolled in a minimum of one credit hour during all phases of their graduate education, including the term in which they were admitted and the term in which they graduate.
- This policy applies to all spring and fall semesters throughout the student's program of study.
- Students must enroll in at least one credit in the summer session when they are admitted.
- Students must enroll in the summer session when they intend to graduate that same semester.

This enrollment requirement includes periods when students are engaged in research, conducting a doctoral project or prospectus, working on or defending theses, culminating projects, taking comprehensive examinations, taking Graduate Foreign Language Examinations, or in any other way utilizing university resources, facilities or faculty time.

EVALUATING POLICY COMPLIANCE
To maintain continuous enrollment the credit hour(s) must:
- Appear on the student's Plan of Study, AND
- Be culminating project (793) or continuing registration (595), OR
- Be a graduate-level course (500-level or above).

Grades of "W" and/or "X" are not considered valid registration for continuous enrollment purposes. "W" grades are received when students officially withdraw from a course after the drop/add period. "X" grades are received for audit courses. Additionally, students completing work for a course in which they received a grade of Incomplete, "I" must maintain continuous enrollment as defined previously.

Failure to meet the university's continuous enrollment policy will result in the student having to re-apply to the program and a possible delay in graduation.

RELATED FORMS AND DOCUMENTS
- ASU GRADUATE POLICIES AND PROCEDURES

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Writing Skill Development	Policy #: **2-215**
Distribution: **Students, Advisors, Academic Program**	Effective Date: **7/12/2017**
Responsibility: **Students, Advisors**	Revision Date(s): **7/14/2022**

PURPOSE
It is critical that doctoral level graduates communicate in a professional manner both verbally and in writing. When a student is identified as lacking adequate writing abilities to communicate at a doctoral level, the following policy will be initiated.

DEFINITION
Professional writing requires the author to use clear language and a technical style and tone that makes their message easily understood by the reader. Professional writing is devoid of colloquial terms and expressions.

POLICY
When writing deficiencies are identified, the instructor will:
1. Refer the student to the Writing Center and other resources (e.g., librarian for help with literature review search terms, academic mentors to help navigate academic resources) and notify the student's Chair/Advisor. If the student does not adhere to this recommendation, the Chair/Advisor will initiate a Student Support Plan outlining a specific strategy to facilitate the student's use of available resources.
2. If writing deficits persist, the student will have a verbal consultation with their Chair/Advisor, who may do the following:
   a. Require student to verify consultation with the Writing Center.
   b. Require the student to take the IBC 586 Behavioral Health Professional Writing Style course (formerly IBC 590 Professional Writing course) and pass with a B or better if they are not already required to take the class based on core course requirements of those admitted in or after fall 2021.
   c. If student took this course previously as IBC 590 or IBC 586 and earned a grade lower than a B, the Chair/Advisor may require the student to take the course again and pass with a B or better.
   d. If the instructors or the Chair/Advisor determine that further intervention is indicated, the student will be required to complete an additional writing support module and/or other professional writing improvement activity deemed appropriate by the Chair/Advisor. Completion of the activity must occur by the end of the next semester. Failure to comply will result in implementation of a remediation plan.

EVALUATING POLICY COMPLIANCE
1. The student must demonstrate improvement in their writing ability by earning an average score on subsequent writing assignments of 80% or better. Student writing skills are assessed in course writing assignments.
2. If students do not comply with this Student Support Plan, as determined by their lack of meeting thresholds described above, they may be recommended for dismissal from the program, with or without a probationary period.

RELATED FORMS AND DOCUMENTS
● GRADUATE ACADEMIC SUPPORT CENTER

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Readings and Conference	Policy #: **2-220**
Distribution: **Students**	Effective Date: **8/21/2014**
Responsibility: **Student, program**	Revision Date(s): **8/21/2014; 6/10/2020**

PURPOSE

It is the policy of the DBH Program that a Readings and Conference/Independent Study course, commonly thought of as 'Independent Study', can be taken to enrich student knowledge in an area of specialization.

DEFINITION

In accordance with the classification used by the University and the Graduate College, the DBH Program will use the following course number: IBC 690: Readings and Conference.

POLICY

1. The Readings and Conference course is designed to provide an opportunity for the DBH student to do an original study of investigation in a field of specialization on an individual basis with a minimum amount of supervision or direction. Faculty time is calculated at two hours per week per project.
2. These courses are **not** intended to replace required courses in the curriculum.
3. An approved course cannot be the means of finishing assignments for which a grade of "incomplete" was awarded.
4. Students may enroll in IBC 690 **up to two (2) occasions** for one credit each. Topics identified for these two sections must be different to reflect two unique learning opportunities.
    a. This course can only be arranged for 1 credit hour.
    b. Each credit hour is equivalent to 6 hours of work per week.
5. To register for this course, a student must:
    a. Identify the subject matter of concentration the student would like to focus on for the session.
    b. Identify a DBH faculty member (sponsor) to collaborate with on this project and obtain written permission to study under that faculty for the corresponding 7.5-week session (e.g., email). It is at the discretion of the identified faculty sponsor to determine if they are interested and available to collaborate on the student's identified topic of interest.
    c. In conjunction with the faculty sponsor, the student is to develop a proposal that includes:
        i. Topic of interest
        ii. Timeline of the deadlines for specific tasks, readings, and the final assignment
    d. Request the faculty sponsor to add the **IBC 690-Independent Study Permission Request task** within MyDBH for the student to upload the proposal for final approval.
    e. Once approved, contact your Graduate Support Coordinator (CHSgrad@asu.edu) at least two weeks prior to the start of the session for assistance with registration.
        i. The Graduate Support Coordinator (CHSgrad@asu.edu) will determine if there is an approved proposal within MyDBH and assist with registering the student for the course.
6. The identified faculty sponsor has the final determination regarding the appropriateness of the proposal and must provide written approval of the final proposal.

EVALUATING POLICY COMPLIANCE

1. Faculty sponsor must approve the program before the student begins work on the course.
2. Faculty sponsor determines if a student has successfully met the requirements of the Independent Study/Readings and Conference course.

RELATED FORMS AND DOCUMENTS

- MYDBH INDEPENDENT STUDY/READINGS AND CONFERENCE TASK. REQUIRED FORM CAN BE DOWNLOADED FROM THE MYDBH RELATED TASK.

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Program Concentration Transfer Request	Policy #: **2-235**
Distribution: **Students**	Effective Date: **8/21/2015**
Responsibility: **Academic Program Lead**	Revision Date(s): **6/27/2018; 7/23/2020; 7/14/2022**

PURPOSE
It is the policy of both ASU and the DBH Program that students may transfer concentrations; this policy outlines the steps for a clinical to a management concentration transfer. Transfering from management to clinical concentration is not allowed.

DEFINITION
The DBH faculty recognizes that some students admitted under a concentration may be interested in pursuing the other concentration. There are two concentrations in the program: management and clinical. Students are not able to simply "self-select" a different concentration, but rather must apply to transfer into this concentration, both through the program and the University.

POLICY
1. Students interested in changing concentrations must contact the Graduate Support Coordinator (CHSgrad@asu.edu) to request the **Concentration Change Request** task be created within MyDBH to initiate the transfer.
2. Once the task is available, a student must complete the *Concentration Change Request Form,* and upload the completed form to the task for the Chair/Advisor to review.
3. Student requests to transfer concentrations will be reviewed by the student's Chair/Advisor and a decision to approve or deny this transfer will be made on a case-by-case basis. Decisions will be available to students within MyDBH.
   a. Decisions regarding transfer applications will be made based on consideration of the number of credits already taken, with specific attention to which courses the student has taken and their academic performance in those courses, and the student's written statement of how the Management Concentration curriculum aligns with their career goals.
   b. If the concentration transfer is approved, the student's Chair/Advisor is responsible for informing the student of this approval.
4. Upon approval from their Chair/Advisor, students who wish to transfer concentrations must submit a program concentration change via their MyASU and submit any other documentation or fees required.
   a. Once the program concentration change is approved it will then update in MyDBH to reflect this transfer.
5. Students who transfer concentrations are required to complete ALL core courses under this concentration, regardless of the number of previous credits accrued.
   a. By applying for this concentration, students are acknowledging that a transfer in concentrations *may result in increased length of time until graduation and program cost* depending on the number of previously accrued credits.
6. Students who transfer concentrations will need to fill out a new iPOS.

EVALUATING POLICY COMPLIANCE
1. Student submits a request for transfer.
2. Chair/Advisor reviews the request and makes a decision.
3. Chair/Advisor notifies students of the decision via email.
4. Student completes program concentration change request via their MyASU (and pays related fees) via MyASU.
5. Graduate Support Coordinator approves change under the new concentration and MyDBH is automatically updated upon data refresh.

RELATED FORMS AND DOCUMENTS
- CONCENTRATION CHANGE REQUEST REQUIRED FORM CAN BE DOWNLOADED FROM MYDBH TASK

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Chair/Advisor Transfer Request	Policy #: **2-245**
Distribution: **Students**	Effective Date: **8/14/2017**
Responsibility: **Advisors**	Revision Date(s): **8/14/2017, 6/23/2020; 7/14/2022**

PURPOSE

The DBH Program allows students to transfer Chair/Advisors if needed and at the discretion of the core faculty. Students may also request to transfer chairs to another faculty whose area(s) expertise matches the student's area of study. This transfer request is different from the transfer to permanent Chair/Advisor that occurs upon initiating the second IBC 793 class for the culminating project (i.e., CP2)

DEFINITION

The faculty recognizes that occasionally, students may desire to transfer to a different Chair/Advisor. The initial assignment of the Chair/Advisor is at the discretion of the DBH Program to ensure equal workload among faculty; as such, transferring to a new Chair/Advisor is at the discretion of the requested Chair/Advisor. Students are not able to simply "self-select" the Chair/Advisor, but rather must apply to transfer. Students are assigned a Chair/Advisor role when they first enter the program and then this is updated during IBC 793, CP2 course to ensure equal workload among faculty.

POLICY

ASU Policy on Transfer Credits

1. Students interested in transferring their Chair/Advisor must first meet with their originally assigned Chair/Advisor to discuss the reason for their desired change.
2. Students must then contact the core faculty member with whom they would like to be reassigned and request their willingness to take on a new student.
3. Once this conversation occurs, they are to request a Chair/Advisor Transfer task in MyDBH from the Graduate Support Coordinator (CHSgrad@asu.edu).
4. Once the task is available, a student must complete the **Chair/Advisor Transfer form** and obtain the necessary signatures.
5. Student applications to transfer will be reviewed by the student's original Chair/Advisor and a decision to approve or deny this transfer will be made on a case-by-case basis. Decisions will be available to students within MyDBH.
6. If approved, the original Chair/Advisor will change the student's Chair/Advisor in MyDBH, and the student will work with their newly assigned Chair/Advisor moving forward.

EVALUATING POLICY COMPLIANCE

1. Student meets with the current Chair/Advisor to discuss concerns, informing of intention to request a new Chair/Advisor.
2. Student identify a desired new Chair/Advisor and asks about their interest/availability to take on a new student.
3. Student completes the required paperwork and obtains new Chair/Advisor signatures.
4. Student uploads form to MyDBH.
5. Current Chair/Advisor reviews the form and accepts/rejects request.
6. If transfer is accepted, the original Chair/Advisor changes advisor designation in MyDBH.

RELATED FORMS AND DOCUMENTS
- CHAIR/ADVISOR TRANSFER REQUEST TASK. REQUIRED FORM CAN BE DOWNLOADED FROM THE MYDBH RELATED TASK.

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Grade Requirements and Student Performance Expectations	Policy #: **2-250**
Distribution: **Students**	Effective Date: **3/29/2016**
Responsibility: **Student, program**	Revision Date(s): **7/23/2020**

PURPOSE
The following policy supports student performance and appropriate behaviors during the program of study.

DEFINITION
Students may demonstrate academic or professional performance issues during their program of study that require engagement in corrective action and potential subsequent probationary status. A program of study consists of the following course categories: core courses, concentration courses, and electives. Core courses are required in both concentrations. Concentration courses are required by the student's assigned clinical or management concentration. Electives are available for students in either concentration. Students are required to complete courses within each category.

The student support plan is designed to support the student in making the adjustments that are necessary for adhering to the required ASU and program policies, standards, and practices and to return to good standing in the program. The remediation plan is intended to designate that the student is not in good standing in the program for behavioral reasons and is on probation. The initiation of a student support and/or remediation plan is not reflected on a student's transcript.

POLICY
ASU Graduate Policies and Procedures

A student who violates one or more of the following standards will be placed on a student support plan:
1. **Professionalism**. Your current behaviors are not appropriate for doctoral level students. Inappropriate communication with faculty, staff, or colleagues, making demands, using insulting language, or other identified concerns will not be tolerated.
2. **Misuse of Staff Time**. You are inappropriately using faculty and staff time. We want you to get the support and assistance needed, but you are:
    a. Making too many calls and/or emails to faculty and staff within a 48-hour period of time.
    b. Holding unrealistic expectations for faculty and staff response to your inquiries.
    c. Making too many requests for information that is readily available on the DBH Student Orientation, MyDBH, and/or Learning Studio course shell(s).
3. **Academic Performance**. While your overall GPA is above a 3.0, your instructors have articulated concern about your performance in their courses. In particular, they have reported that you are:
    a. Submitting papers for review with originality software scores of greater than 25%.
    b. Submitting assignments (including discussion boards) after the posted due date(s) and without prior instructor approval.
    c. Demonstrating writing abilities that are subpar for doctoral level work.
    d. Not incorporating instructor feedback into your work.
    e. Reporting technological difficulties without submitting evidence of outreaching to technology support (e.g., time stamped screenshots of error messages).
    f. GPAs between 3.0-3.3 will be issued a support plan in order to ensure that students access the needed supports prior to initiation of academic probation.
    g. Additionally, DBH students must obtain a B or better in all DBH core and concentration courses. If the core course grade requirement is not met, the default procedure is for students to retake the deficient course (or courses). Note: If a student has to retake a course to meet the minimum requirement (B or better), the grade will NOT be replaced on the official ASU transcript. Both courses will be recorded on the graduate transcript and calculated for GPA purposes, per Graduate College policy.
    h. Although a B or better is required for core courses, regarding elective courses, a C is permitted in up to two elective courses. As with the core courses, if a student retakes a course to improve their

grade, the original grade will still be recorded on the student transcript and calculated into their GPA.

    i. No more than two unsatisfactory grades (C, D, or E) will be permitted to appear on a student's transcript. The third instance of an unsatisfactory grade will result in the student being recommended for dismissal from the DBH program. The dismissal notification will include appeal procedures.

4. **Clinical Performance**. Your internship consultant, liaison, or preceptor at your internship setting has articulated concern about your clinical performance. In particular, they have reported that you are:
   a. Not utilizing outcome measures with the expected frequency required of students
   b. Not reaching your expected direct patient contact hours
   c. Unable to apply medical terminology to your clinical cases
   d. Unable to articulate evidence-based interventions appropriate for your patients' concerns
   e. Not engaging preceptors and other providers in your work
   f. Demonstrating a lack of enhanced communication with medicalor management team
   g. Demonstrating a need for enhancement of clinical skills

5. **Technological Concerns**. As an online program, it is necessary that students secure and have access to appropriate technology (including computers, internet connectivity, and updated software, among others) and know how to adequately use said technology. The DBH Program has concerns regarding your:
   a. Lack of stable internet connection
   b. Report of multiple, ongoing technological problems that prohibit you from submitting assignments on time or communicating appropriately with DBH faculty and staff
   c. Limited knowledge of basic software, including Word, PowerPoint, and/or Excel
   d. Use of non-ASU email addresses as required by ASU policy

6. **Any policies listed within the Student Handbook.** (See specific policies for descriptions)

EVALUATING POLICY COMPLIANCE
1. Chair/Advisor discusses via videoconferencing the concerns and appropriate actions with the student and follows up in writing a student support plan that details the specifics of their plan.
   a. The student support plan will encourage the student to access ASU and external resources as relevant (e.g., Writing Center, ASUOnline Success Coaches, Student Accessibility and Inclusive Learning Service).
   b. Following the video conference meeting, the student submits a written report of the consultation with their Chair/Advisor, as well as a detailed plan of how and when they will access the recommended resources.
2. Students are responsible for uploading it into MyDBH within 10 business days of the original email. Uploading the plan serves as the student's acknowledgement of the Support Plan.
3. The student and Chair/Advisor work collaboratively to monitor progress with the support plan.
4. If the student fails to complete the initial meeting with their Chair/Advisor or fails to acknowledge the acceptance of the support plan, the support plan will be created by the Chair/Advisor without student input and will remain valid until issues in the support plan are resolved.
5. In most cases, the student support plan is sufficient to support the student's progress. If it is determined that the student is not following the plan, or the plan has not resulted in sufficient behavior change, a remediation plan may be issued.
   a. The student support plan typically precedes a remediation plan, except in cases of plagiarism or egregious behavioral and/or ethical problems in courses or at the internship site.
6. Students have the right to appeal the remediation plan
   a. An appeal must occur in writing to the program director within 10 business days of the date on the remediation plan.
          i. The appeal letter should specify:
         1. Date the remediation was issued and by whom
         2. Rationale for appealing the remediation
         3. Efforts to resolve behaviors identified in the remediation plan formally or informally
         4. Any documentation supporting extenuating circumstances (e.g., screenshots, doctor's notes, instructor feedback from assignments, email correspondence)
   b. If a student does not appeal the remediation plan in writing and/or fails to upload the remediation plan to MyDBH within 10 business days of the original notification, the remediation

plan is considered in place and the student is responsible for completing the plan as outlined and expected on the written plan.

7. Student subsequently adheres to the ASU and program policy requirements.
8. Chair/Advisors reserve the right to consult with and review all academic work and correspondence to determine the scope of the issue as well as the student's progress to confirm adherence to the plan
9. If a student does not complete the plan according to the schedule outlined, the faculty will initiate a subsequent performance review and, in consultation with the core faculty, will consider the student's status in the program
10. Failure to meet the terms of the remediation plan in the timeline specified may result in faculty review of the student's status in the program and dismissal from the program

RELATED FORMS AND DOCUMENTS
- REMEDIATION PLAN DOCUMENT PROVIDED BY CHAIR/ADVISOR
- STUDENT SUPPORT PLAN DOCUMENT PROVIDED BY CHAIR/ADVISOR

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Scope of Practice Performance	Policy #: **2-255**
Distribution: **Students, Advisors, Academic Program**	Effective Date: **7/12/2017**
Responsibility: **Students, Advisors, Academic Program**	Revision Date(s):

PURPOSE
As the DBH is a post-professional program, all students have specific training provided through their educational background. Students using clinical skills that are beyond their previous supervised training and/or license are operating outside of their scope of practice. This activity places themselves, patients, community members, and the University at risk.

DEFINITION
DBH students are expected to work within the skill set provided by their educational background and, if applicable, their professional licensure. If the student's profession requires a license to practice their profession, the license acknowledges a skillset unique to that profession. The DBH Program is not a route to a new license. DBH students are required to understand and function within the scope of practice of their degree/profession and/or professional license. For the purposes of this policy, the term *scope of practice* will indicate skill set designated by: education, license, and/or profession.

POLICY
When a student has been found to be working, or attempting to work, outside the scope of practice:
1. Student's Chair/Advisor will assist the student with completing and submitting the scope of practice form (Management and Clinical disclosures form) to MyDBH.
2. Student's Chair/Advisor will place the student on a Student Support Plan and will review with the student their scope of practice limitations.
3. Students will write a confirmation email summary explaining their scope of practice and what tasks are appropriate.

If the student is found to be working or attempting to work outside their scope of practice again, one or more of the following will occur at the discretion of the student's Chair/Advisor:
1. Chair/Advisor places students on a remediation plan.
2. Students commit to planning a program to demonstrate they are working within their scope of practice.
3. Students write a paper reflecting their practice act, if their profession has one. If their profession does not have a practice act, their paper should reflect the skill set of their profession/educational background.
4. Chair/Advisor contacts the student's professional licensing board to determine faculty responsibility to report incidents.
5. Faculty will discuss the case with CHS administrators to determine if the incidents indicate steps toward removal from the program.

EVALUATING POLICY COMPLIANCE
1. Once the Student Support Plan is initiated, Chair/Advisor will communicate regularly with the internship site to determine if the student is adhering to their plan.
2. If the student is placed on a remediation plan, and does not adhere to the plan, the faculty will initiate a subsequent performance review and, in consultation with the core faculty, will consider the student's status in the program.

RELATED FORMS AND DOCUMENTS
- REMEDIATION PLAN DOCUMENT PROVIDED BY CHAIR/ADVISOR

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Grade Appeals & Grievances	Policy #: **2-270**
Distribution: **Students**	Effective Date: **7/23/2020**
Responsibility: **Students, Instructors, and Faculty Members**	Revision Date(s):

PURPOSE
Resolve student disagreements on assignment or course grades, and address student concerns regarding the DBH program, or about a course or instructor.

DEFINITION
Detailed grade appeal and grievance steps are listed and are in accordance with University policy to guide the student regarding their role and responsibility in this process to ensure their concerns are addressed.

POLICY
University Policy for Student Appeals on Grades
ASU Graduate Policies and Procedures
CHS Grade Appeal Policy & Procedure

1. **Grade Appeals**
   a. **First Step:** The student reviews their graded assignment with the assignment instructions and the grading rubric. If this does not sufficiently address the student's concerns, the student discusses their concerns with the instructor, and the instructor explains how the grade was derived based on the grading rubric and assignment instructions. As the course grade is a compilation of all assignments in the course, the student who is appealing the overall course grade must do this with each assignment in question that led to the final course grade. Grade related appeals should first begin by having a discussion about the matter with the instructor in question.
   b. **Second Step:** If the issue remains unresolved the student completes the Grade Appeal Form and submits their appeal to the Program Director for review based on program policy. With this submission, the student must demonstrate that the assignment for the grade in question adheres to the assignment instructions and the rubric requirements.
   c. **Third Step:** If the issue remains unresolved the student may then appeal to the College of Health Solutions Executive Director of Student Success.
2. **Instructor/Course Grievances:** Non-grade related grievances.
   a. **First Step:** The student discusses the grievance with the instructor.
   b. **Second Step:** If the matter remains unresolved, the student submits the Student Grievance Form to the Executive Director of Student Success. The Executive Director will review the materials and contact the involved parties.
   c. **Third Step:** If the matter remains unresolved the Executive Director of Student Success will contact relevant College of Health Solutions leadership to address the concern. The Executive Director of Student Success will respond to the student.

EVALUATING POLICY COMPLIANCE
Students are responsible for adhering to this policy. Students who do not adhere to the process/steps outlined here will be referred back to the sequence of steps. If they continue deviate from the process, their Chair/Advisor will work with them to develop a remediation plan

RELATED FORMS AND DOCUMENTS
   ● UNIVERSITY APPEALS POLICY

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Grades of Incomplete/Progressing	Policy #: **2-275**
Distribution: **Students**	Effective Date: **7/29/2020**
Responsibility: **Students**	Revision Date(s):

PURPOSE
The following policy describes the types of incomplete course grades and progressing grades and the steps the student must take to complete the course.

DEFINITION
Students encounter circumstances (e.g., illness, job joss, family responsibilities) that require receiving an incomplete for a course to allow additional time to successfully complete the course assignments. Students must meet university eligibility requirements to receive an incomplete grade. In the culminating project courses, students who have successfully engaged in the course receive a grade of 'Z' (rather than an 'I') indicating that the student is making progress on the tasks required to complete the culminating project.

POLICY
ASU Registrar Services Incomplete Grade Request

1. **Progressing Grades ('Z'):** All cohorts of the culminating project (CP) are offered in a pass/fail format, with a grade of 'Z' indicating the student did not earn enough point to pass outright, but did earn enough to indicate they are progressing with the content and did not fail the course. Refer to the course syllabus for specific grading information for each cohort.
   a. The student has been completing acceptable work (grade of B or better) and has completed 80% of the course.
   b. If a student receives a Z (progressing), they must work with both the instructor and their Chair/Advisor to complete the missing requirements both via Canvas and MyDBH.
   c. Once the coursework is approved, the Chair/Advisor will submit a grade change to assign an appropriate passing grade (Y) and the student will be allowed to register for another credit of IBC 793 as needed.
   d. Students will only be given permission to register for the next credit of 793 after receiving explicit permission from their Chair/Advisor to do so and completing the necessary student tasks in MyDBH (as relevant).

2. **Incomplete Grades ('I')**
   a. A student may be unable to complete the course due to illness or conditions beyond the student's control. The College of Health Solutions will consider an incomplete grade request when the following factors are both present:
      i. The student has been completing acceptable work (cumulative grade within the course of C or better, and with the potential to earn a B or better as required if it is a core course)
      ii. The student has completed 80% of the course
   b. Students work with the instructor to agree upon a new due date for outstanding work.
   c. Students must complete work by the agreed upon new due date, which must occur within one calendar year. If a student does not complete the missing coursework by the date that is agreed upon on the Request for Grade of Incomplete form, the instructor will change the grade to the grade earned based on the work that was completed in the class as indicated on the form.

EVALUATING POLICY COMPLIANCE
Steps for requesting a grade of Incomplete:
1. The student notifies the instructor of the request for an Incomplete grade.
2. Instructor assigns the **Request for Grade of Incomplete task** in MyDBH for the student and sets the due date for one year.
3. Student completes the ***Request for Grade of Incomplete form*** and uploads the completed form to the task
4. Instructor reviews form and confirms that request, completion plan, and timeline are reasonable and

appropriate and approves the task
5. Student completes the coursework by due date on the form*
   a. Grade will be changed in approximately 72 business hours

Steps for the student to complete the required coursework to receive a final grade (Y) in a culminating project course:
1. Student works with Instructor to establish a plan for completing the missing assignments
2. Student completes all assignments, data collection, etc.
3. Once receiving approval from the instructor, student notifies Chair/Advisor
4. Chair/Advisor forwards approval to CHSgrad@asu.edu and grade will be changed in approximately 72 business hours.

*If a student does not complete the course within the timeframe, the incomplete grade will be permanent on the student's record. In the case that Academic Program and Graduate College policies contradict, Graduate College policies, set forth by Arizona State University and subject to change at any time, take precedence.

RELATED FORMS AND DOCUMENTS
- ALL DOCUMENTS AVAILABLE IN MYDBH AND COURSE SHELL
- Incomplete Request Form

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Clinical Internship	Policy #: **2-300**
Distribution: **Student Interns**	Effective Date: **8/21/2014**
Responsibility: **Consultants, Internship Coordinator**	Revision Date(s): **12/15/2015; 7/12/2017; 7/15/2020; 2/9/2021; 6/30/2021**

PURPOSE
The following policy guides the preparation, enrollment, and completion of the clinical internship program requirements.

DEFINITION
Detailed course requirements are listed in the course syllabus and are subject to change prior to the beginning of each semester.

POLICY
1. **Pre-internship requirements** – In order to obtain approval to enroll in the internship course the student must complete and receive approvals on a series of tasks.
    a. Students must *complete* the following courses (with a B or better) in preparation for performing the internship duties and responsibilities:
        i. HCD 501 – Biostatistics & Data Management
        ii. IBC 586 – Behavioral health Professional Writing Style
        iii. IBC 601 – Models of Integrated Primary Care
        iv. IBC 603 – Brief Interventions in Primary Care
        v. IBC 614 – Quality & Performance Improvement and Measurement
    b. Students are *strongly recommended to complete* the following courses in preparation for performing the internship duties and responsibilities:
        i. IBC 604 – Clinical Medical Pathophysiology
        ii. IBC 608 – Psychopharmacology for the Behavioral Care Provider
    c. Complete the internship site identification and approval. Preparations prior to the internship course are designed to assist the student intern with establishing an internship site and preparing for beginning the internship course:
        i. Qualified internship sites must be a medical or reverse integration facility where the focus is on integrated behavioral health.
        ii. Student interns must register their intent to enroll in the internship course by the due date associated with the appropriate term listed in MyDBH.
        iii. Student interns must complete and receive approval of all required tasks in order to proceed with subsequent tasks.
        iv. Student interns are to only provide sites with ASU approved materials that describe the internship program.
        v. Student interns are responsible for orienting to the site's policies and procedures.
        vi. Student interns must secure agreements from the site liaison and the medical preceptor. These roles must be performed by two different people on site.
        vii. Student interns must develop a plan for completing all aspects of the internship credits and requirements.
    d. If all previous tasks have been approved, the program will pursue establishing a site agreement.
    e. An internship site may require the student to complete a background check and drug testing prior to beginning the internship rotation. The student will make the proper arrangements and cover the cost with Certified Background. The student may substitute the service with an internship site's preferred checking service.
    f. Only student interns who have completed all pre-internship tasks prior to the established pre-internship deadlines will be enrolled in the internship course.
    g. The DBH Program must receive an executed copy of the student placement agreement from the
       internship site prior to the first day of the semester for the student intern to begin the internship

course.

  h. Students must have a minimum 3.0 GPA and may not have an active remediation plan to enroll in the internship course.

2. **Pre-internship performance support** - Internship Chair provides internship placement support according to standard internship protocols. If the issue persists:

  a. Student intern meets one-on-one with the Internship Chair to develop a placement plan and notifies student Chair/Advisor. Internship Chair monitors student progress toward securing internship placement and notifies the student's Chair/Advisor if the problem persists after two failed placement attempts.

  b. After the two failed attempts, the student's Chair/Advisor develops a student support plan and monitors student progress toward securing internship placement.

3. **Course standards and requirements** - The internship tasks and minimum course standards are designed to ensure that the student intern has performed the activities and reached a level of proficiency to practice as a behavioral health provider.

  a. Internship duties and responsibilities:

    i. Complete site orientation no later than the second week of the semester – if required.

    ii. Placement must occur in a setting working directly with the medical team.

    iii. Student intern must be readily available to medical staff for hallway handoffs to address patients' behavioral health issues in the exam room.

  b. Student interns must fulfill the following *minimum course standards* each semester to receive a passing course grade:

    i. Complete all required tasks on schedule

    ii. Direct patient contact must consist of:

      1. Total internship hours – at least 40%

      2. Target average contact time – 30 minutes or less

    iii. Administer outcome measures to:

      1. Percentage of all patients seen – at least 65% of initial and follow up visits

      2. Target number administered to patients – 1.0 average

    iv. Provide patients with referrals to self-management resources.

      1. Percentage of all patients seen – at least 25% of initial and follow up visits

    v. Receive 80% of the course total points as outlined in the course syllabus.

  c. Consultation group

    i. Student must attend and actively participate via Zoom with the video on with no more than:

      1. Two absences (Fall and Spring semesters)

      2. One absence (Summer semester)

    ii. Student is prepared for and satisfactorily presents patient cases as assigned.

  d. Professional behavior

    i. *Unethical or unprofessional conduct*

      1. Students are referred to the APA's (2010) *Ethical Principles of Psychologists and Code of Conduct*, along with the corresponding ethics codes for their masters level license, as well as to university regulations concerning standards of academic conduct.

    ii. *Student conduct that interferes with training or threatens patient welfare*

      1. Student refrains from conducting that, in the opinion of faculty or clinical liaisons, obstructs or threatens the training of fellow students or the welfare of patients, students, faculty, consultants, or liaisons.

      2. Student interns are prohibited from referring patients seen at the internship site to their employed practice site.

    iii. *Conviction that restricts practice or impedes clinical licensure*

      1. Student refrains from practice, both within or outside the program, that may result in a conviction and preclude licensure in their state.

    iv. *Adhere to the scope of practice and other standards and requirements*

      1. Student is familiar with and maintains a professional practice that is consistent with the student's state licensure laws and regulations.

4. **Internship performance support**

  a. Student interns failing to meet performance metrics - Faculty Consultant provides internship support within the course according to standard student performance protocols. If the issues

persist:
- i. The student intern meets one-on-one with the Consultant to develop a student support plan and notifies the Internship Chair. The Consultant contacts site preceptor to gather additional information about the student intern and the site and develops a shared student support plan. Consultant meets with the Internship Chair to refine the plan then one-on-one with student intern to discuss plan revisions. Consultant notifies student's Chair/Advisor.
- ii. If the student fails to meet the requirements of the student support plan, the Chair/Advisor works with the Consultant and Internship Chair to develop a remediation plan that may include: requiring an extra internship semester and/or a failing grade for the current semester.

b. Student interns demonstrating unprofessional behaviors - Consultant provides internship support within the course according to standard student performance protocols. If the issues persist:
- i. The student intern meets one-on-one with the Consultant to develop a student support plan and notifies the Internship Chair. The Consultant contacts site preceptor to gather additional information about the student intern and the site and develops a shared student support plan. Consultant meets with the Internship Chair to refine the plan then one-on-one with student intern to discuss plan revisions. Consultant notifies student's Chair/Advisor.

c. If the student fails to meet the requirements of the student support plan, the Chair/Advisor works with the Consultant and Internship Chair to develop a remediation plan that may include: requiring an extra internship semester and/or a failing grade for the current semester.

d. In the event when the student's initial professional behavior is so egregious (e.g., harming a patient), the student's Chair/Advisor will immediately develop a remediation plan and/or consult with faculty about the student's dismissal from the program.

5. **Course completion** - Student intern performance is assessed at the end of each semester to determine the final grade. Students beginning a semester must participate and complete all tasks required during that semester.
   - a. A semester grade is based upon *three criteria*:
     - i. Satisfactory completion of consultation group participation and all course tasks
     - ii. Meeting the minimum course standards (described in the previous section)

6. Meeting the minimum course grade of 80% of the total possible points
   - a. Students must complete and document 400 hours on-site including 160 hours direct patient contact (40%) to complete the internship requirement for graduation.
   - b. Students must enroll and complete additional semesters of internship until the required hours are completed. Each semester, student intern must engage in a minimum of 40% direct patient contact.
   - c. Students unable to complete course requirements or attain minimum course standards may receive an incomplete and be required to enroll in an additional semester of IBC 684.

EVALUATING POLICY COMPLIANCE
1. **Professional behavior**
   - a. Students repeatedly missing required task deadlines will be required to suspend internship rotation until all requirements are met and approved. Extending the internship rotation with additional semester enrollment(s) may be required to address student performance issues.
   - b. Substantial violations of any of the documents or other applicable professional standards, as determined by the faculty, may result in dismissal from the program.

2. **Course grades** for each term are assigned based upon the following:
   - a. **Pass (Y)** – Student fulfills all criteria. The student's final internship semester must have met all standards and completed a minimum 40% direct patient contact hours of the 400 total required hours.
   - b. **Fail (E)** – Student fails to submit the assigned tasks and/or exceeds maximum number of allowable consultation group absences and/or performs in a professionally unethical manner. A student failing the course will not be allowed to apply any previous hours or activities toward completion of the internship requirement.
   - c. **Incomplete (I)** – Student completes all tasks and participates in consultation groups but

performance is below minimum course standards, falls below 80% of the total points.

    i. Student will be placed on a remediation plan.

    ii. Student adheres to university policy for incompletes.

    iii. Participation in at least one additional complete semester (no course enrollment is required) and successful completion of both criteria (listed in 3.a.).

3. **Program internship completion requirements**

    a. Student interns must complete an Internship Training Plan, signed off by the medical preceptor and site liaison, before the end of the second week if the internship semester. Any delay in submitting the training plan will preclude the student intern from performing duties and reporting hours at the site until the signed plan is submitted.

    b. Student interns must complete an internship project.

    c. Student interns must complete the total number of hours appropriate to their concentration and must enroll in additional semesters until the total 400 hours are completed.

    d. Students must complete at least two semesters of internship for a total of six credits.

    e. Students completing the total required hours early are required to continue work at the internship site, perform all course activities, and attend all weekly webinars of the current semester.

RELATED FORMS AND DOCUMENTS
- ALL DOCUMENTS AVAILABLE IN MYDBH AND COURSE SHELL

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Management Internship	Policy #: **2-350**
Distribution: **Student Interns**	Effective Date: **8/21/2014**
Responsibility: **Consultants, Internship Chair**	Revision Date(s): **12/15/2015; 7/11/2017; 6/23/2020; 2/9/2021; 6/30/2021**

PURPOSE
The following policy guides the preparation, enrollment, and completion of the management internship program requirements.

DEFINITION
Detailed course requirements are listed in the course syllabus and are subject to change prior to the beginning of each semester.

POLICY
1. **Pre-internship requirements** - The pre-internship term occurs during the semester prior to enrollment and involves and receives approvals on a series of tasks.
    a. Students must *complete* the following courses (with a B or better) in preparation for performing the internship duties and responsibilities:
        i. HCD 501 – Biostatistics & Data Management
        ii. HCD 602 – Health Informatics for Future HC Professionals
        iii. IBC 586 – Behavioral Health Professional Writing Style
        iv. IBC 601 – Models of Integrated Primary Care
        v. IBC 614 – Quality & Performance Improvement and Measurement
        vi. IBC 626 – Behavioral Health Management
    b. Complete the internship site identification and approval. Preparations prior to the internship course are designed to assist the student intern with establishing an internship site and preparing for beginning the internship course:
    c. Qualified internship sites must be a medical-related facility where the focus is on integrated behavioral health.
        i. Student interns must register their intent to enroll in the internship course by the due date associated with the appropriate term listed in MyDBH.
        ii. Student interns must complete and receive approvals of all required tasks in order to proceed with subsequent tasks.
        iii. Student interns are to only provide sites with ASU approved materials that describe the internship program.
    d. Student interns are responsible for orienting to the site's policies and procedures.
        i. Student interns must secure agreements from the site liaison and the management preceptor. These roles must be performed by two different people on site.
        ii. Student interns must develop a plan for completing all aspects of the internship credits and requirements.
    e. If all previous tasks have been approved, the program will pursue establishing a site agreement.
    f. An internship site may require the student to complete a background check and drug testing prior to beginning the internship rotation. Students will make the proper arrangements and cover the cost with Certified Background. The student may substitute the service with an internship site's preferred checking service.
    g. Only student interns who have completed all pre-internship tasks prior to the established pre-internship deadlines will be enrolled in the internship course.
    h. The DBH Program must receive an executed copy of the student placement agreement from the internship site prior to the first day of the semester for the student intern to begin the internship course.
    i. Students must have a minimum 3.0 GPA and may not have an active remediation plan to enroll in the internship course.
2. **Pre-internship performance support** - Internship Chair provides internship placement support according

to standard internship protocols. If the issue persists:
- a. Student interns meet one-on-one with the Internship Chair to develop a placement plan and notify the student's Chair/Advisor. Internship Chair monitors student progress toward securing internship placement and notifies student's Chair/Advisor if the problem persists after two failed placement attempts.
- b. After the two failed attempts, the student's Chair/Advisor develops a student support plan and monitors student progress toward securing internship placement.
3. **Course standards and requirements** - The internship tasks and minimum course standards are designed to ensure that the student intern has performed the activities and reached a level of proficiency to practice as a behavioral health provider.
    - a. Internship duties and responsibilities:
        - i. Complete site orientation no later than the third week of the semester (if required).
        - ii. Placement must occur in a setting working directly with the management team.
        - iii. Student intern must engage in regular communications with management, physicians, and allied health professionals on management topics and activities.
    - b. Student interns must fulfill the following *minimum course standards* each semester to receive a passing course grade:
        - i. Complete all required tasks on schedule.
        - ii. Develop, implement, and present a management project.
        - iii. On-site activities:
            1. On-site activity should be at least 50% of the total internship hours.
            2. Percentage of individual, in-person meetings with management staff should be at least 10% of the total internship hours.
            3. Percentage of group, in-person meetings with the management team should be at least 10% of the total internship hours.
        - iv. Percentage of on-site and off-site time conducting data analyses and reporting should be at least 25% of the total internship hours.
        - v. Receive 80% of the course total points as outlined in the course syllabus.
        - vi. Meeting the minimum course grade of 80% of the total possible points.
    - c. Consultation group
        - i. Students must attend and actively participate via Zoom with the video on with no more than two absences.
        - ii. Students are prepared for and satisfactorily presents business cases as assigned.
        - iii. Professional behavior
            1. *Unethical or unprofessional conduct*
                - a. Students must perform duties that correspond with ethics codes for their masters-level license, as well as to university regulations concerning standards of academic conduct.
            2. *Student conduct that interferes with training or threatens patient welfare*
                - a. Students refrain from conducting that, in the opinion of faculty or management liaisons, obstructs or threatens the training of fellow students or the welfare of patients, students, faculty, consultants, or liaisons.
                - b. Student interns are prohibited from referring site leaders to their employed practice site for paid consultation services.
            3. *Conviction that restricts practice or impedes clinical licensure*
                - a. Student refrains from practice, both within or outside the program, which may result in a conviction and preclude licensure in their state.
            4. *Adhere to the scope of practice and other standards and requirements*
                - a. Student is familiar with and maintains a professional practice that is consistent with the student's training, experience, and credentials.
4. **Internship performance support**
    - a. Student interns failing to meet performance metrics - Consultant provides internship support within the course according to standard student performance protocols. If the issues persist:
        - i. The student intern meets one-on-one with the Consultant to develop a student support plan and notifies the Internship Chair.
        - ii. The Consultant contacts site preceptor to gather additional information about the student intern and the site and develops a shared student support plan.

        iii.   Consultant meets with the Internship Chair to refine the plan then one-on-one with student intern to discuss plan revisions.

        iv.   Consultant notifies student's Chair/Advisor.

   b.   If the student fails to meet the requirements of the student support plan, the Chair/Advisor works with the Consultant and Internship Chair to develop a remediation plan that may include: requiring an extra internship semester and/or a failing grade for the current semester.

   c.   Student interns demonstrating unprofessional behaviors - Consultant provides internship support within the course according to standard student performance protocols. If the issues persist:

        i.   The student intern meets one-on-one with the Consultant to develop a student support plan and notifies the Internship Chair. The Consultant contacts site preceptor to gather additional information about the student intern and the site and develops a shared student support plan. Consultant meets with the Internship Chair to refine the plan then one-on-one with student intern to discuss plan revisions. Consultant notifies student's Chair/Advisor.

        ii.   If the student fails to meet the requirements of the student support plan, the Chair/Advisor works with the Consultant and Internship Chair to develop a remediation plan that may include: requiring an extra internship semester and/or a failing grade for the current semester.

        iii.   In the event when the student's initial professional behavior is so egregious (e.g., harming a patient), the student's Chair/Advisor will immediately develop a remediation plan and/or consult with faculty about the student's dismissal from the program.

5. **Course completion** - Student intern performance is assessed at the end of each semester to determine the final grade. Students beginning a semester must participate and complete all tasks required during that semester.

   a.   A semester grade is based upon *three criteria*:

        i.   Satisfactory completion of consultation group participation and all course tasks.

        ii.   Meeting the minimum course standards (described in the previous section).

        iii.   Meeting the minimum course grade of 80% of the total possible points.

   b.   Students completing the total required hours early are required to continue working at the internship site, perform all course activities, and attend all weekly webinars of the current semester.

EVALUATING POLICY COMPLIANCE

1. **Professional behavior**

   a.   Students repeatedly missing required task deadlines will be required to suspend internship rotation until all requirements are met and approved. Extending the internship rotation with additional semester enrollment(s) may be required to address student performance issues.

   b.   Substantial violations of any of the documents or other applicable professional standards, as determined by the faculty, may result in dismissal from the program.

2. **Course grades** for each term are assigned based upon the following:

   a.   **Pass (Y)** – Student fulfills all criteria.

   b.   **Fail (E)** – Student fails to submit the assigned tasks and/or exceeds the maximum number of allowable consultation group absences and/or performs in a professionally unethical manner. A student failing the course will not be allowed to apply any previous hours or activities toward completion of the internship requirement.

   c.   **Incomplete (I)** – Student completes all tasks and participates in consultation groups but performance is below minimum course standards and/or falls below 80% of the total points.

        i.   Students will be placed on a remediation plan.

        ii.   Students adhere to university policy for incompletes.

        iii.   Participation in at least one additional complete semester (no course enrollment is required) and successful completion of both criteria (see next section).

3. **Program internship completion requirements**

   a.   Student interns must complete an Internship Training Plan, signed off by the management preceptor and site liaison, before the end of the second week if the internship semester. Any delay in submitting the training plan will preclude the student intern from performing duties and reporting hours at the site until the signed plan is submitted.

   b.   Student interns must complete an internship project.

   c.   Student interns must complete the total number of hours and must enroll in additional semesters

until the total 240 hours are completed (120 of the total number of hours are required on-site).

    d.   Students must complete at least one semester of internship for a total of 3 credits.

RELATED FORMS AND DOCUMENTS

- ALL DOCUMENTS AVAILABLE IN MYDBH AND COURSE SHELL

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Culminating Project (CP)	Policy #: **2-400**
Distribution: **Students, Faculty, Instructors**	Effective Date: **8/21/2014**
Responsibility: **Students, Instructors, and Faculty Members**	Revision Date(s): **6/28/2019; 7/13/2021, 7/14/2022**

PURPOSE

The following policy guides the preparation, enrollment, and completion of the clinical and management culminating project requirements.

DEFINITION

The Academic Program requires all students to demonstrate scholarly, intellectually rigorous, and entrepreneurially grounded knowledge of the challenges, processes, outcomes, or possibilities of integrating the treatment and management of behavioral health within a primary care, hospital, or similar medical setting. This demonstration is in the form of the culminating project.

Detailed course requirements are listed in the course syllabus and are subject to change prior to the beginning of each semester. See the course syllabus located on the course shell.

POLICY

1. **Course Enrollment:** The culminating project is delineated into two separate enrollments (15-week – Fall/Spring) in the IBC 793 courses.
    a. IBC 793 courses are often referred to as CP2 (project development course) and CP3 (project completion course).
    b. Each IBC 793 course has specific mandatory applied and academic requirements for culminating project and credit completion.
        i. **IBC 793 (CP2) course**
            1. Prerequisite courses (Course Plan - Priority 1) must be completed before enrolling in CP2.
            2. To be enrolled during the initial semester of internship
            3. Student develops project proposal
        ii. **Semester between CP2 and CP3**
            1. Chair and committee reviews and approvals of the project proposal are required BEFORE the student collects data.
            2. Student receives approval for all CP2 student tasks in MyDBH (except Dataset Review task)
            3. Data collection completion requirement necessitates a gap in enrollment between CP2 and CP3 to allow time for data collection.
            4. Occurs at least one semester before the graduating term
        iii. **IBC 793 (CP3) course**
            1. Students will only be given permission to register for IBC 793 (CP3) after:
                a. Chair/Advisor approves dataset with CP Instructor feedback and the corresponding student task is approved
                b. Student receives explicit permission from the CP3 instructor to register for CP3 after collecting data and preparing the dataset as outlined in the CP website instructions.
2. **Grading Policy:** The 793 courses are offered in a pass (Y)/progressing (Z)/fail (E) format. Refer to the course syllabus for specific grading information for each cohort.
    a. Students who receive a Z (progressing) in CP2, work with their Chair/Advisor to complete the proposal and any missing requirements from the CP2 course reflected in Canvas and MyDBH.
    b. Once the coursework and all MyDBH CP tasks are approved, including data collection, the Chair/Advisor will submit a CP2 grade change to assign a passing grade and the student will be allowed to register for CP3.
3. **Course Content and Standards**
    a. The IBC 793 instructor(s) are responsible to update and ensure the information on the course

shell is accurate and helpful for the successful completion of the culminating project.

b. Students are required:

    i. To follow technology and communication guidelines toward successful completion of the CP course.

    ii. To view and fulfill the responsibilities of all information on the IBC 793 course shells and distributed through emails, announcements, and direct contact.

    iii. To follow recommendations and edits directed by the IBC 793 instructor(s), Chair, and committee members.

    iv. To receive a passing/acceptance of their proposal and IRB (as needed) prior to data collection.

c. Culminating projects are required to include:

    i. Topics that reflect clinical, operational, and/or financial Integrated healthcare topics addressing programs and/or processes inclusive of a medical condition, behavioral concerns, and medical settings

    ii. Addressing the needs of a healthcare organization

    iii. Critical examination of the current literature

    iv. Literature review, data collection, and analysis

    v. Stakeholder pitch/video defense upon completion of the paper

    vi. Approval of IRB (as needed) or statement that IRB is not needed as the project is being completed to fulfill requirements of the DBH program.

d. Culminating project topics must reflect integrated care, and have some aspect of quality improvement (QI), as all applied projects are designed to improve practice processes and/or interventions. Project areas of focus may include (but not limited to) the following examples:

    i. Examine and analyze information and data that is needed for justifying the implementation of an integrated practice, service, or intervention

    ii. Propose, evaluate, and implement ways to identify, assess, and/or treat a medical condition and behavioral concerns which impedeoutcomes/functioning/quality of life

    iii. Propose, evaluate, and implement ways to identify, assess, and/or treat a medical condition and behavioral concerns which lead to improvements in the Quadruple Aim

    iv. Propose, evaluate, and implement an integrated project focused on management related concerns (operational adjustments, financial processes, revise programs/ services)

    v. Examples of behavioral concerns including, but not limited to: medical non-adherence, medication non-adherence, obesity, smoking, non-adherence with health maintenance, persistent pain, depression, anxiety

    vi. Examples of medical settings including, but not limited to: primary care, hospitals, emergency rooms, medical clinics, and medical specialty care

e. Projects must reflect the concentration to which the student was admitted. Students are responsible for proposing projects that reflect their professional scope of practice and the DBH concentration in which they are enrolled.

4. **Change of Chair and Committee members**

a. Requests to change Culminating Project committee members are to be made only after the student meets with and receives approval from the Culminating Project Chair identifying the reasons for the proposed change.

EVALUATING POLICY COMPLIANCE

1. **Course Enrollment**

a. Students enroll in the appropriate course in the IBC 793 series. Program consent to register for CP2 and CP3 is required and will be given only after completion of all prerequisites and related tasks.

b. Students are prohibited from enrolling in additional credits of IBC 793 when they have an outstanding Z grade and do not have permission from their Chair.

2. **Grading Policy**: The instructor(s) of IBC 793 will review and respond to course shell assignments and submit the final grades for each student based on their academic performance and grade approval from their Chair.

3. **Responsibilities of the Chair**

a. Chairs are required to respond to all CP assignments through MyDBH to their students in a

timely manner (within 7 days) to support successful completion of the course when indicated. If the Chair is unable to complete their review within 7 days, they must communicate their planned schedule with the student.

   b. Chairs are required to monitor their students when they receive a Z to ensure successful completion and planning.
   c. Chairs will utilize MyDBH to identify students who have a Z and need further support for completion.
   d. Chairs will outreach through ASU email to provide support and reminders to students related to their Z status and document in MyDBH.
   e. If a student is unable to complete Z within two semesters (Fall, Spring, and/or Summer term), then the Chair will refer them to the Student Success Team for additional support.
   f. If a student is unable to complete Z within another semester, the Chair develops a student support plan with the student focused on project management, planning, and timelines for completing assignments. If the student does not comply with the plan, further consequences, including remediation plan and/or formal review process and possible program dismissal may occur.

4. **Responsibilities of the Student**
   a. Students are required to follow the syllabus and course content guidelines for assignment completion and submission. Students are required to meet timeline specific deadlines for assignment completion.
   b. Students are required to abstain from data collection until securing acceptance from Chair and committee members on proposal and receiving IRB approval (as needed). If the student does not comply, repercussions may include: a remediation plan, the possibility of requiring a new culminating project, or other tasks may be required. The Chair will make the final decision of what will be required to proceed.
   c. Students are required to work with student success coaches, advisors, Chairs, instructors, and committee members on successfully completing their CP. This process may include student success coaches, success or remediation plan development. If the student does not follow requirements, a formal review process with remediation or formal program dismissal may occur.

5. **Graduation Requirements**
   a. To complete the graduation requirements for the DBH degree, students must successfully complete both semesters of the three-credit IBC 793 culminating project course with a Y grade. Students must also complete a passing stakeholders pitch presentation and complete a culminating project approved by a majority of their culminating project committee members and Chair.
   b. Students completing a doctoral program may only participate in graduation ceremonies if all degree requirements are met prior to the ceremony. Students who need an extra semester to complete coursework must defer their graduation to the next term and participate in the next available ceremony.

6. **Course Content and Standards:** The instructor(s) of IBC 793 and faculty Chair are dually responsible for the course content and culminating project standards. Assignments are submitted through the course shell and MyDBH.
   a. Student will be assessed on meeting the requirements of the culminating project and integrating the feedback received from IBC 793 instructor(s), Chair, and committee members.

7. **Change of Chair and Committee members:**
   a. Student meets with the Culminating Project Chair to determine and assess the reasons for the proposed committee change.
   b. A formal request for a Culminating Project committee member change requires that the student request that a student task be added to MyDBH for request submission/approvals.
   c. Once a task is created, the student will complete and submit a related request form via MyDBH.
   d. The program director will review the student's request for a committee membership change.
   e. The final decision on the proposed change(s) will be made jointly by the Culminating Project Chair (*committee member changes only)* and the program director (*Chair or committee member changes*).
   f. If the form is approved, the program director will notify the committee member(s) leaving the committee and request email confirmation from the member(s) requested to join the committee.

RELATED FORMS AND DOCUMENTS
- SEE IBC 793 COURSE SHELL FOR RELATED REQUIRED DOCUMENTS AND FORMS
- SEE CP WEBSITE
- SEE MYDBH FOR RELATED REQUIRED DOCUMENTS AND FORMS
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