



Behavioral Health (Clinical), DBH

Student Handbook
2023-2024 Catalog

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.

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Introduction

Welcome

Welcome to the doctor of behavioral health clinical concentration program at Arizona State University!

We are excited you have selected the Behavioral Health (Clinical), DBH degree and the graduate faculty and support staff are committed to your success in this program. As graduate students, you will have the opportunity to interact with faculty from a variety of clinical and management backgrounds in integrated care, interprofessional education, and behavioral health who are committed to evidence-based practice to support better health outcomes in patients, organizations, and the community. The intellectual diversity and practical experience of our faculty ensures graduate students will be given a variety of opportunities to expand their knowledge of integrated care and have a positive impact on the health of the communities they serve.

This handbook supports your success in the program in several ways. It provides shared expectations for both faculty and students. It also outlines the standards and policies set by the College of Health Solutions and ASU's Office of Graduate Education. As a graduate student, it is your responsibility to read this handbook and use it as a reference as you navigate through the degree program. Please contact us (chsgrad@asu.edu) with questions if any of the policies or procedures seem unclear.

As a faculty member of the Doctor of Behavioral Health program, it is a privilege to support you on your educational journey. I speak with the entire graduate faculty in reiterating our commitment to your success and we look forward to working with you to complete your professional doctorate degree.

Lesley Manson, Psy.D.

Clinical Associate Professor

Vision and 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 Triple Aim while reducing unnecessary medical and behavioral care utilization.

CLINICAL 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 skill necessary to respond to an evolving healthcare market, with the hopes that the behavioral health workforce is trained (or re-trained) 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 Triple Aim.

Program overview

The Behavioral Health (Clinical), DBH is an online, global, interdisciplinary degree program for individuals who are licensed or license-eligible to practice in a clinical field. This program prepares graduates to anticipate trends in health care policy and to leverage their expertise using clinical practice

skills, quality improvement approaches, population health strategies and health care cost management to thrive in the evolving health care marketplace. While in this program, students will engage with experienced faculty and peers in class, industry leaders through an immersive internship, and have the opportunity to join special research projects. Students learn to develop and implement evidence-based interprofessional practices that are tailored to fit the needs of the local community, patient populations and health care systems, and employ this knowledge toward an applied project for their culminating experience.

Program contacts

Program co-directors: Lesley Manson, lesley.manson@asu.edu

CR Macchi, crmacchi@asu.edu

Graduate support coordinators: Erica Hallum (admissions) and Rachel Desmarais (current students),
chsgrad@asu.edu

Internship faculty consultant: CR Macchi, crmacchi@asu.edu

Internship support coordinator: Annemarie Ruggiero, chsgrad@asu.edu

Program faculty: see [Appendix A](#)

Admission

Admission to the Behavioral Health (Clinical), DBH is available for Fall, Spring, and Summer terms. Deadlines to apply can be found [here](#). Applications will be reviewed by the admissions committee only once all materials have been received. Application status can be monitored in MyASU. Official admission decisions will be emailed to the student.

Quick Facts:

- Location: Online
- Start terms: Fall, Spring, Summer
- Time to completion: 2.5 to 3 years (full-time)

Graduate admission requirements

ASU maintains minimum standards for consideration for admission to graduate programs. The program may establish requirements in excess of those established by the university.

- An earned bachelor's degree or higher from a regionally accredited institution in the U.S., or the equivalent of a U.S. bachelor's degree from an international institution officially recognized by that country.
- A minimum grade point average of 3.00 (scale is 4.00 = "A") in the last 60 semester hours or 90 quarter hours of undergraduate coursework is required to be considered for admission to an ASU graduate degree program.
- International applicants must provide proof of English proficiency. For more information, visit the admissions [website](#).

Academic program requirements

In addition to the graduate admission requirements, the program requires the following as part of the application:

Undergraduate or graduate degrees – Masters-level degree required. Applicants with a master's degree in counseling, family therapy, nursing, PA/NP, occupational therapy, and social work, among others, are encouraged to apply.

Professional licensure or certification – Students in the clinical concentration are required to hold a license or have license eligibility to practice in a clinical field. The most competitive candidates are master's degree-level professionals who are either currently employed or aspire to work in a clinical capacity in an integrated healthcare organization. Licensed and license-eligible are terms defining a license to practice issued by a state licensing board (e.g., Arizona Board of Behavioral Health Examiners, Arizona Board of Occupational Therapy Examiners, etc.). Examples include license-eligible master's degree-level behavioral clinician, licensed master's degree-level behavioral clinician, and master's degree-level licensed medical or ancillary health care provider (nurse, dietitian, occupational therapist).

Professional reference – At least one professional reference is required. Examples of appropriate references include a current employer or supervisor who can assess your clinical or professional performance, or other professional persons (not relatives) such as a licensed behavioral health clinician, medical or other healthcare provider, or faculty from your master's program who is well acquainted with

your professional practice or academic achievement. The reference will be contacted via email to provide responses to a series of ranked and short answer questions to complete the recommendation.

Resume or curriculum vitae – Resume should include relevant personal, professional, educational and community activities. The resume should be prepared in readable format such as a Word document or pdf file.

Supplemental application – A [supplemental application](#) must be submitted. The supplemental application includes acknowledgements of program policies, professional license disclosure information, and a series of essay questions (responses restricted to 500 words or less).

Provisional acceptance guidelines

In some instances, a student may be admitted provisionally and/or with a deficiency. Students should refer to the official admission letter sent by the Graduate College via MyASU to determine if they have been admitted with a provision and/or deficiency.

A provisional admission requires a student to maintain a 3.0 or higher GPA within a specified timeframe. If the 3.0 is not achieved by the end of the timeframe specified on the official admission letter, the student will be automatically dismissed from the degree program.

A deficiency requires a student to fulfill a competency area within a given timeframe. The academic program will monitor students with deficiencies. If a deficiency is not completed within the timeframe indicated on the official admission letter, the student may be recommended for dismissal from the academic program.

Pre-admission credit policy

Credit hours completed at ASU or at another regionally accredited U.S. institution or 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. With the approval of the academic unit and the Graduate College, students may include a maximum of 12 graduate-level credit hours with grades of “B” or better that were not used toward a previous degree. Preadmission credits must have been taken within three years of admission to the ASU degree or certificate program to be accepted. Official transcripts must be sent to Graduate Admission Services from the records office of the institution where the credits were earned.

Only courses that are substantially similar to those in the Behavioral Health (Clinical), DBH program will be considered by the program faculty. Transfer credits from an institution that has a different credit calculation are subject to conversion prior to being included on a student’s iPOS.

Tuition and assistance

Tuition and fees

Tuition is set by ASU and the Arizona Board of Regents each year. View the general [Tuition and Fees Schedule](#), or calculate a more specific estimate of charges using the [ASU Tuition Estimator](#). Information on residency requirements can be found at [Residency for Tuition Purposes](#).

The Behavioral Health (Clinical), DBH has a program fee of \$556 per credit (max \$5,000 per semester).

Financial assistance

Financial assistance is available through a variety of sources, including:

- College of Health Solutions [scholarships](#)
- Graduate College [fellowships](#)
- Traditional financial aid (loans and grants). Visit the [Financial Aid website](#).

Travel assistance

Financial assistance for travel related to conferences, workshops, or training related to a student's graduate program are available through several resources.

- Graduate College [travel awards](#)
- Graduate and Professional Student Association [travel grants](#)
- College of Health Solutions [student conference support](#)

Curriculum and graduation requirements

Program requirements

The Behavioral Health (Clinical), DBH is comprised of 84 credits, including an applied project.

Required Core (18 credits)

- HCD 501 Biostatistics and Data Management (3)
- IBC 586 Behavioral Health Professional Writing Style (3)
- IBC 611 Population-Based Behavioral Health Management (3)
- IBC 614 Quality and Performance Measurement, Improvement and Incentives in Health Care (3)
- IBC 718 Healthcare Systems: Organization, Delivery and Economics (3)
- IBC 720 Behavioral Health Entrepreneurship (3)

Concentration (15 credits)

- IBC 601 Models of Integrated Primary Care (3)
- IBC 603 Brief Interventions in Primary Care (3)
- IBC 604 Clinical Medicine/Pathophysiology (3)
- IBC 608 Psychopharmacology for the Behavioral Health Care Provider (3)
- IBC 609 Clinical Neuropathophysiology (3)

Electives or Research (39 credits)

- *See electives section*

Other Requirement (6 credits)

- IBC 684 Internship (6)

Culminating Experience (6 credits)

- IBC 793 Applied Project (6)

Note: Grades of B or better are required in the core and concentration courses. Up to two elective courses may have a C grade, and all other elective courses must have a grade of B or better. A grade of Y is required in IBC 684 and IBC 793.

Up to 30 credits from a previously completed master's degree may be applied to the elective area with program approval.

No 400-level coursework may be used toward the requirements of this program.

Scope of practice

As this degree 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.

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 Behavioral Health (Clinical), DBH degree is not a route to a new license. 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.

Electives or research

Students with a prior master's degree from an accredited program are able to apply up to 30 credits toward the DBH program effectively reducing the amount of credits needed for the electives and research requirement. Most students will only need 9 credits of electives and research. Pre-approved elective options include:

- EXW 540 Mindfulness, Stress and Health (3)
- IBC 610 Behavioral and Psychological Assessment in Primary Care (3)
- IBC 620 Psychosomatic Illness: Diagnosis & Treatment (3)
- IBC 624 Integrated Behavioral Health Care for Children and Adolescents (3)
- IBC 626 Behavioral Health Management (3)
- IBC 630 Financial Management of Health Care (3)
- IBC 633 Motivational Interviewing for the Behavioral Health Care Provider (3)
- IBC 634 Strategies and Techniques for Behavior Change in Primary Care (3)
- IBC 640 Family and Couples in Primary Care (3)
- IBC 650 Veterans Health (3)
- IBC 660 Healthcare Legal, Ethical, and Professional Issues (3)
- IBC 670 Integrated Behavioral Health Interventions for Substance Use Disorders (3)
- IBC 691 Topic: Global Integrated Health (3)
- IBC 725 Effective Consultation in Integrated Health Care (3)
- IBC 728 Cultural Diversity, Health and Illness (3)
- IBC 732 Leadership in Health Care (3)
- IBC 740 Integrated Behavioral Interventions, Cost Savings, Medical Cost Offset and Return on Investment (3)

Approval for other elective coursework

Students may tailor their learning experience to their individual needs by taking other courses to use toward the electives requirement. Courses that are behavioral health-related and at least 500-level or higher may be used without additional approval. For questions on the ability to use a course, or to request approval to use a non-behavioral health related course, students should contact the graduate support coordinator. Courses outside of DBH may require additional consent for enrollment. Students should contact the unit that owns the course for assistance.

Internship

The intent of the internship is to enhance students' academic training by providing structured opportunities for the application of evidence-supported psychotherapeutic and behavior change interventions to patients within the context of integrated (medical/behavioral) healthcare settings.

Students are required to complete an internship experience that is conducted over two (2) consecutive terms (Fall-Spring or Spring-Summer) for a total of 6 credits of IBC 684 Internship. To be eligible for an internship, students in the Clinical concentration must have the following courses complete with a grade

of B or better: HCD 501, IBC 586 or 590, IBC 601, IBC 603, and IBC 614. Additionally, students must have a 3.0 or higher cumulative GPA and resolve any current remediation or student support plans prior to enrolling in internship credit. It is strongly recommended that Clinical concentration students have the following courses completed or in-progress during their internship experience: IBC 604, IBC 608, IBC 610, and IBC 611.

Students are responsible for securing an appropriate clinical host site for their internship experience, which must address both medical and behavioral programs and services. Students must identify a medical preceptor who is a medically-trained provider (e.g., MD, DO, NP, RN, PA) on staff to serve as the primary day-to-day contact for the student and provide support for the student's work with medical team collaborators. Additionally, a site liaison must be identified who will serve as the administrative contact between the site and the DBH program and will ensure the student is appropriately oriented to the internship site and facilitate access to available resources.

Sites where previous students have conducted internships are posted in the MyDBH program resource. Students who choose to find a new site, wish to pursue an internship at their current employer, or may need to conduct their internship over more than two terms should contact the internship support coordinator for additional information and guidance.

Pre-internship deadlines

The internship experience is typically conducted in a student's second year. In order to prepare for the internship, students should take note of the following pre-internship tasks and deadlines:

1. Start intent to register for an internship

In MyDBH under the Internship section, students should navigate to and select "Start Intent for a New Internship." Within the online form, students indicate the term in which they plan to start their internship. The term indicated should occur after the prerequisite coursework is completed. The student should start an intent for the subsequent terms at that time. After reporting intent to start the internship, students should be identifying and connecting with organizations they would like to work with.

2. Select site

Students must identify their target site (i.e., the site where the student intends to complete their internship) by completing the "Select Site" internship task in MyDBH. Students will be contacted by the internship support coordinator regarding their site following the deadline.

- Fall internship deadline: February 1st
- Spring internship deadline: June 1st

3. Submit pre-internship application packet

The pre-internship application packet must be completed and submitted by the indicated deadline. Packets that are incomplete or filled out incorrectly will not be approved. No extension will be provided.

- Fall internship deadline: February 1st
- Spring internship deadline: June 1st

Note: Students who are working with a new site (i.e. one that was not listed in MyDBH) must fill out the new internship site information section at the end of the packet. These students should note that their proposed site will be contacted by ASU to complete an affiliation agreement. The affiliation agreement is a legal document that must be on file in order for a student to earn credit for an internship opportunity with an external organization. The agreement process can take 3 weeks to 6 months or more to complete. Students do not participate in the affiliation and contract negotiation process.

4. Submit pre-internship confirmation packet

Students must meet with their identified medical preceptor to discuss and learn about the site. The student completes the packet during that discussion and then secures signatures from the medical preceptor and site liaison. Students should NOT send the confirmation packet to the site and ask them to fill it out on their behalf. The student submits the completed pre-internship confirmation packet through MyDBH for each term of the internship.

- Fall internship deadline: June 1st
- Spring internship deadline: October 1st

Note: Although students may choose a different internship site before this second deadline, changing the internship site will leave less time for an affiliation agreement to be secured and may delay when the internship may be started.

5. Site must have affiliation agreement and be active in MyDBH

Sites must have reached an affiliation agreement with ASU and show as “Active” in MyDBH for the duration of the internship rotation. If a final affiliation agreement is not secured by the indicated deadline, the student must postpone their internship.

- Fall internship deadline: July 15th
- Spring internship deadline: December 15th

For questions regarding the *pre-internship* tasks and deadlines, reach out to the internship support coordinator.

During the internship experience

Students who are pursuing an internship with an approved site, with a secured final agreement, will be administratively enrolled in IBC 684 by the internship support coordinator. Students will complete two main components of work:

- A minimum of 270 hours of work at the site, of which 160 hours must be working directly with patients, AND
- Academic work assigned in IBC 684 Internship, including an internship project

The student’s medical preceptor and site liaison will oversee their work at the internship site. Students should be prepared to report hours, training plans, reviews, and other items in MyDBH during the internship.

IBC 684 is taught by an assigned faculty consultant who will serve as the instructor and oversee the required academic work. The consultant is a working professional in the industry who serves to facilitate discussion of real-world examples that are relevant to the DBH curriculum. An internship project provides the student an opportunity to address a narrowly-focused need at the site. The internship project can be used as a pilot project to test a method and gather pilot data used to develop a more comprehensive and robust applied project (CP) for the program’s culminating experience. Students will receive either a Y (satisfactory) or an E (fail) grade for IBC 684. A Y grade is required for the course to be applied toward the student’s iPOS.

For concerns *during* the internship, students should connect with the internship faculty consultant.

Applied project

The applied project, also referred to as the culminating project or CP, is a demonstration of quality improvement knowledge and skills with the aim of improving a clinical or organizational/management

process. This applied quality improvement research study requires students to work with local stakeholders to identify and solve problems relevant to the needs of a particular setting. Most students arrange to complete their culminating project at the site of their internship. By completing the culminating project, students gain skills in stakeholder engagement, project planning, PDSA cycles, and performance reporting. The format of the culminating project conforms to guidelines adapted from Standards for Quality Improvement Reporting Excellence (SQUIRE).

Culminating projects are required to:

- Be on a subject that reflects clinical, operational, and/or financial integrated healthcare topics addressing programs and/or processes inclusive of a medical condition, behavioral concerns, and medical settings
- Address the needs of a healthcare organization
- Critically examine current literature
- Contain a literature review, data collection, and analysis
- Be approved by IRB (as required) or include a statement that IRB is not needed as the project is being completed to fulfill requirements of the DBH program.
- Include a stakeholder pitch and video defense of the completed project

Committee

The culminating project chair will be assigned during the IBC 793 Topic: Developing the Applied Project Proposal (CP 2) course. In some circumstances, students may request a different DBH faculty member to serve as their culminating project chair if the student's interests are better aligned with the faculty member's area of expertise. It is at the discretion of the faculty member as to whether or not they are able to take the chair position for a student's project.

In addition to the chair, students select a minimum of 2 additional committee members for their project. Faculty who are able to serve as a culminating project chair or serve as a committee member are indicated for current students on the MyDBH program resource. Students will also interact with instructors who facilitate the IBC 793 courses, which accompany the applied project experience. Instructors for IBC 793 are not prescriptively part of student committees but may chair or be a committee member for a student's project if it aligns with their expertise.

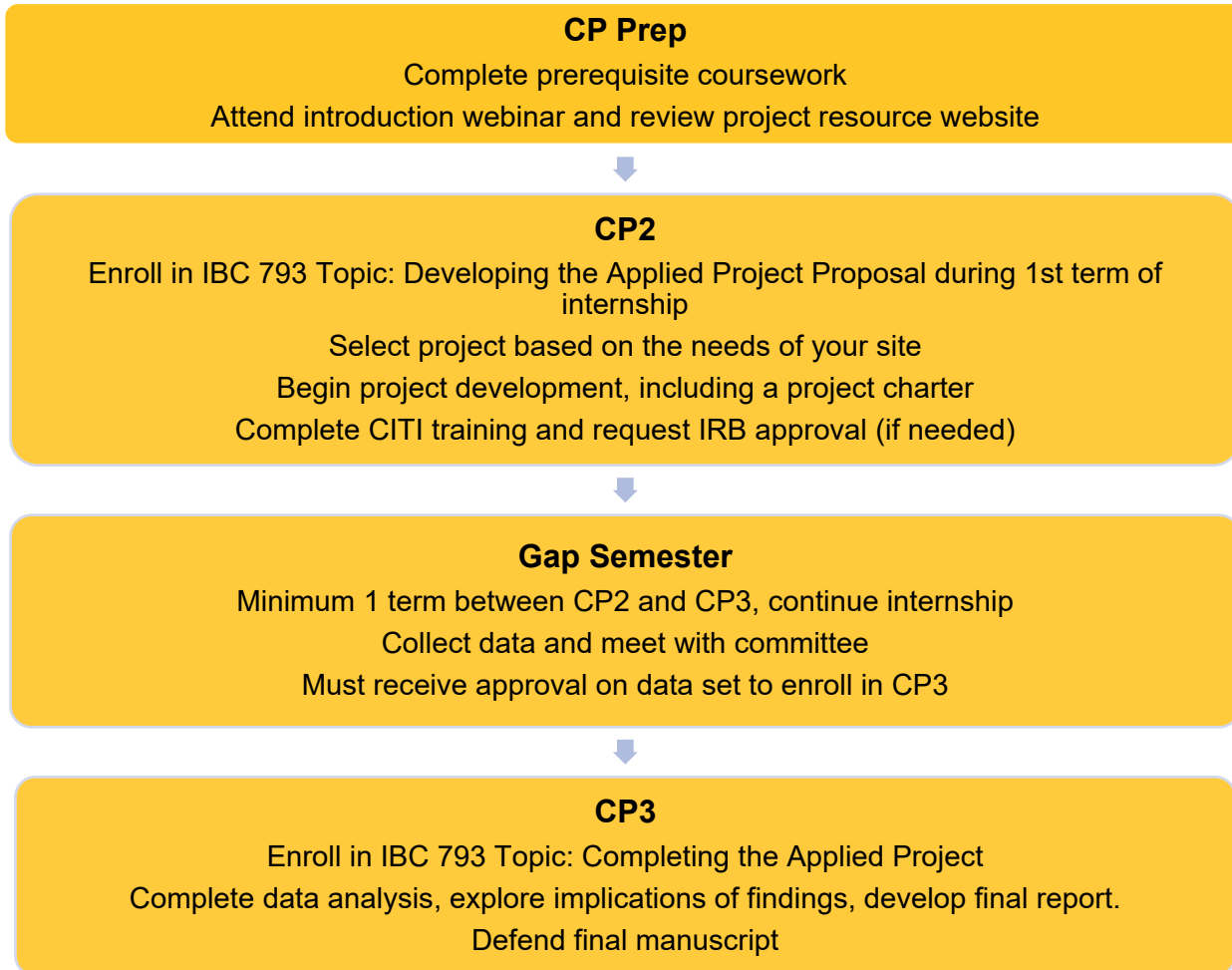
If a student would like to change their culminating project chair or a committee member, they must first communicate with the faculty involved and then submit a change in their iPOS. Changes must be approved by the program director and the Graduate College.

Internal review board (IRB)

All students must complete CITI training on human subjects research and review the [IRB website](#) for guidance on creating an IRB application prior to starting IBC 793 Topic: Developing the Applied Project Proposal (CP 2). Students may be required to gain Institutional Review Board (IRB) approval before collecting data. Students are required to consult with their culminating project chair regarding IRB determination. When pursuing IRB approval students prepare the proposal and the culminating project chair will serve as the primary investigator who reviews and officially submits the application to for IRB consideration.

Timeline

The culminating project is divided into smaller milestones to help students prepare for and complete the project.



Grading

Students will receive a Y (satisfactory) or an E (fail) grade for IBC 793. A Y grade is required for the course to be applied toward the student's iPOS. A Z grade (Course in Progress) may be recorded for CP2 until the student completes the project proposal, receives approval to begin data collection, and completes all required data collection and organization.

Application to graduate

Students should [apply for graduation](#) during the semester of planned graduation and must apply no later than the [deadline specified](#) for that term. Students must have an approved iPOS on file before applying for graduation.

Plan of study

To graduate in a timely manner, students should follow a recommended plan of study. See below for sample plans. Deviation from a plan of study should be discussed with the graduate support coordinator and program director. Failure to follow a plan of study may result in delayed graduation. Resources for planning courses are available on the [DBH Orientation site](#).

Note: This program is often pursued part-time by students who are also working in their field, so part-time sample plans have been provided below. Students who wish to pursue this program in a full-time capacity should connect with the graduate support coordinator to discuss a customized plan.

Sample Plan of Study, Fall Start (Part-time)

Term/ Session	Course	Credits
Year 1 – Fall A	IBC 614 Quality and Performance Measurement, Improvement and Incentives in Health Care	3
Year 1 – Fall B	IBC 601 Models of Integrated Primary Care	3
Year 1 – Spring A	IBC 603 Brief Interventions in Primary Care	3
Year 1 – Spring B	IBC 718 Healthcare Systems: Organization, Delivery and Economics	3
Year 1 – Summer C	IBC 586 Behavioral Health Professional Writing Style	3
Year 2 – Fall A	HCD 501 Biostatistics and Data Management	3
Year 2 – Fall B	IBC 611 Population-Based Behavioral Health Management	3
Year 2 – Spring C	IBC 684 Internship	3
	IBC 793 Topic: Developing the Applied Project Proposal	3
Year 2 – Summer C	IBC 684 Internship	3
	Elective	
Year 3 – Fall C	IBC 604 Clinical Medicine/Pathophysiology	3
	IBC 609 Clinical Neuropathophysiology	3
Year 3 – Spring A	IBC 720 Behavioral Health Entrepreneurship	3
Year 3 – Spring C	IBC 608 Psychopharmacology for the Behavioral Care Provider	3
Year 3 – Summer C	Elective	3
	Elective	
Year 3 – Fall C	IBC 793 Topic: Completing the Applied Project	3

Note: This sample plan assumes completion of a previous master's degree. Students without a master's degree already complete should consult with the program director and graduate support coordinator for an individualized study plan.

Sample Plan of Study, Spring Start (Part-time)

Term/ Session	Course	Credits
Year 1 – Spring A	IBC 603 Brief Interventions in Primary Care	3
Year 1 – Spring B	IBC 601 Models of Integrated Primary Care	3
Year 1 – Summer C	IBC 586 Behavioral Health Professional Writing Style	3
Year 2 – Fall A	IBC 614 Quality and Performance Measurement, Improvement and Incentives in Health Care	3
Year 2 – Fall B	IBC 611 Population-Based Behavioral Health Management	3
Year 2 – Spring A	HCD 501 Biostatistics and Data Management	3
Year 2 – Spring B	IBC 718 Healthcare Systems: Organization, Delivery and Economics	3
Year 2 – Summer C	Elective	3
Year 3 – Fall C	IBC 684 Internship	3
	IBC 793 Topic: Developing the Applied Project Proposal	3
Year 3 – Spring C	IBC 608 Psychopharmacology for the Behavioral Care Provider	3
	IBC 684 Internship	3
Year 3 – Summer C	Elective	3

	Elective	3
Year 4 – Fall C	IBC 604 Clinical Medicine/Pathophysiology	3
	IBC 609 Clinical Neuropathophysiology	3
Year 4 – Spring A	IBC 720 Behavioral Health Entrepreneurship	3
Year 4 – Spring C	IBC 793 Topic: Completing the Applied Project	3

Note: This sample plan assumes completion of a previous master's degree. Students without a master's degree already complete should consult with the program director and graduate support coordinator for an individualized study plan.

Interactive plan of study (iPOS)

The Interactive Plan of Study, or iPOS, is an agreement between the student, the academic unit, and the Graduate College. The iPOS must be submitted in the first semester of the program. Students are encouraged to review the iPOS at the end of each semester to ensure the courses listed on the iPOS match the student's transcript and that the courses meet the plan of study course requirements. More information on iPOS can be found [here](#).

Faculty advisor/chair: culminating project chair

Change of coursework: If a change of coursework is needed, the student must update the courses listed in the iPOS and submit a course change for review. This process is required if you projected a course you did not complete, or if you need to change courses listed. The iPOS will be routed electronically to the graduate support coordinator for review and approval, and then for auditing by the Graduate College.

Specializations and certifications

The College of Health Solutions prepares graduates for excellence upon entering the workplace. Since certification and licensure requirements vary by profession and from state-to-state, we recommend that you visit the [ASU licensure website](#) to determine if your program meets the requirements of individual state licensures or national certifications, as applicable. If you have specific questions, please contact your program director or degree coordinator.

Satisfactory academic progress

All graduate students are expected to make systematic progress toward completion of their graduate program. This progress includes satisfying the conditions listed below, and achieving the benchmarks and requirements set by the individual graduate programs as well as the Graduate College. If a student fails to satisfy the requirements of their program and/or the benchmarks outlined below, the student may be dismissed from their program based on the academic unit's recommendation to the Graduate College at which time the dean of the Graduate College makes the final determination.

Satisfactory academic progress includes:

1. Maintain a minimum 3.00 for all GPAs.
2. Satisfy all requirements of the graduate program.
3. Satisfy the maximum time limit for graduation for the student's graduate program (six years for masters and certificates, ten years for doctoral)
4. Successfully pass comprehensive exams, qualifying exams, foreign language exams, and the oral defense of the proposal/prospectus for the thesis or dissertation.
5. Successfully complete the culminating experience.

6. Graduate students must remain continuously enrolled in their graduate program. Failing to do so without a Graduate College approved Leave of Absence is considered to be lack of academic progress and may result in the Graduate College withdrawing the student from their program.

GPA and grades

Graduate students must maintain a minimum 3.00 (scale is 4.00 = "A") grade point average (GPA) to maintain satisfactory academic progress and to graduate. The minimum 3.00 GPA must be maintained on all GPA's (Plan of Study (iPOS) GPA, Overall Graduate GPA and Cumulative GPA):

1. The iPOS GPA is calculated on all courses that appear on the student's approved iPOS
2. Cumulative GPA represents all courses completed at ASU during the graduate career.
3. The Overall Graduate GPA is based on all courses numbered 500 or higher that appear on the transcript after admission to a graduate program or graduate non-degree. This includes shared coursework if in an approved accelerated bachelor's/master's program.

Transfer credits and some courses taken in the Sandra Day O'Connor College of Law are not calculated on in the iPOS GPA or the Graduate GPA. Courses lower than a "C" cannot appear on the iPOS but will be included when calculating the Graduate GPA. Courses with an "I" grade (incomplete) or "X" grade (audit) cannot appear on the iPOS.

University grade definitions and policies can be found [here](#).

The Behavioral Health (Clinical), DBH program requires the following:

- Grades of B or better in core and concentration courses
- Grades of B or better in elective courses, with the allowance of up to two elective courses to have grades of C
- Grades of Y in IBC 684 and IBC 793
- No more than two unsatisfactory grades (C, D, E) in attempted courses

Students who do not earn the required minimum grade in a course will be required to retake the course in order to earn the required grade and use the course toward degree requirements. All course attempts are shown on the student's transcript and are calculated in cumulative and graduate GPAs. Students who have a third instance of an unsatisfactory grade may be recommended for dismissal from the program.

Incomplete grade requests

An incomplete grade request may be considered by an instructor when a student, who is doing otherwise acceptable work, is unable to complete a course (e.g., final exam or term paper) because of illness or other conditions beyond the student's control. **Unfinished work must be completed with the same instructor** except under extenuating circumstances. The completion date is determined by the instructor but may not exceed one calendar year from the date the mark of "I" is recorded. Once the work is completed, faculty must request a change on the grade roster to post the grade. If a student does not complete the missing coursework by the date that is agreed upon on the incomplete request form, the instructor may change the grade to what was earned based on the work completed in the class. If the coursework is not completed after a calendar year, the incomplete becomes permanent. Repeating a class in which an incomplete is awarded will not replace the "I" on the student's transcript. Students must complete the [incomplete request form](#) and submit it to their instructor for review and processing.

Academic probation and dismissal

Failure to maintain a minimum 3.0 GPA or failure to satisfactorily progress in the program as referenced in this handbook will result in the student being placed on academic probation. Students will be notified of probationary status and expectations for improvement by the program director or graduate support coordinator. Time limits for probationary status may vary. Typically, students have 9 credit hours or one year, whichever comes first, to raise their GPA.

Students who fail to meet requirements or timeline needed to demonstrate satisfactory improvement will be recommended for dismissal from the program. Notice will be provided by the program and will include procedures for appeal.

Additionally, students may be dismissed from the Behavioral Health (Clinical), DBH program:

- For a single violation of academic integrity.
- For failure to meet the terms/goals of any student support or remediation plan implemented by the program (such as for writing deficits, academic progress, professionalism, scope of practice, etc.).
- For continued unprofessional communication or conduct directed to faculty, staff or other students.
- For severe underperformance in an internship.
- For seriously compromising the relations of the program with the public.
- For breaches of ethical judgment or professional responsibility.
- For serious instances of personality or character traits inappropriate for the professional roles for which the student is attempting to prepare.

Time to completion limit

Doctoral students must complete all program requirements within a ten-year period. Graduate courses taken prior to admission that are included on the iPOS must have been completed within three years of the semester and year of admission to the program (previously awarded master's degrees used on the Interactive Plan of Study are exempt). The ten-year period begins with the term of admission to the doctoral program OR the earliest term of applied pre-admission credit.

Any exception to the time limit policy must be approved by the program director, the College of Health Solutions, and the dean of the Graduate College. The Graduate College may withdraw students who are unable to complete all degree requirements and graduate within the allowed maximum time limits.

Appeal and grievance processes

Grade appeal

Students who wish to discuss a grade concern during the term should contact the instructor first. If the issue is not satisfactorily resolved, the students should contact the program director.

The final grade appeal process may only be initiated by a student once the course has concluded and a final course grade has been posted to the student's transcript. Per university policy, grade appeals must be processed in the regular semester immediately following the issuance of the final grade in dispute (by commencement for fall or spring) regardless of whether the student is enrolled at the university.

The process begins with a discussion about the matter between the student and the course instructor. If the matter is unresolved, the student should submit a Grade Appeal Form for further review. If this review does not adequately settle the matter, the student should begin the formal procedure of appealing to the College of Health Solutions Academic Standards and Grievance Committee. More information on all steps of this process can be found [here](#).

Student grievance

Students who wish to file a grievance about a non-grade-related matter may use the established procedure (more information can be found [here](#)). Non-grade-related grievances may include dissatisfaction with an instructor, problems with a classmate or other unresolved situations.

Appealing recommendation for dismissal

1. Students may appeal a decision for dismissal from the program by submitting a letter to the program director.
 - a. 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.
 - b. Letters received after the 10 business-day interval will not be reviewed and the dismissal will be final.
 - c. The program committee 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.
2. The program director will then notify the Student Success Hub of the decision. The Student Success Hub will inform the student of the decision.
3. 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.
4. 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.

Student code of conduct and academic integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [ASU Student Code of Conduct and Student Disciplinary Procedures](#), the [ABOR Code of Conduct](#), the [Computer, Internet, and Electronic Communications Policy](#), the [ASU Student Academic Integrity Policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Violations of a Graduate College, College of Health Solutions, or Arizona State University policy will result in academic review and may consequently result in student disciplinary procedures.

Academic integrity

The [ASU Student Academic Integrity Policy](#) lists violations in detail. These violations fall into five broad areas that include, but are not limited to:

1. Cheating on an academic evaluation or assignment.
2. Plagiarizing.
3. Academic deceit, such as fabricating data or information.
4. Aiding academic integrity policy violations and inappropriately collaborating.
5. Falsifying academic records.

Information on the Academic Integrity procedure within the College of Health Solutions can be found at <https://catalog.asu.edu/policies/chs>.

Newly admitted graduate students will receive a "priority task" on their MyASU directing them to complete a canvas module on academic integrity. The module consists of a PowerPoint that outlines academic integrity and students must take a quiz and pass with an 80% or higher.

Student code of conduct

Violations of the ASU Student Code of Conduct, other than the provision concerning academic dishonesty, are more generally considered inappropriate behavior. The [Office of Student Rights and Responsibilities](#) reviews and sanctions these matters. If a student violates both the academic integrity provision and additional provisions of the Student Code of Conduct, both the college and the Office of Student Rights and Responsibilities will review the matter. Each independently makes determinations concerning violations and appropriate sanctions.

Professional conduct

ASU is a community and a professional work environment. Graduate students are expected to treat their peers, teachers, students, staff, and members of the ASU community with respect and work with them in a professional manner. Graduate students are representatives of their program, the College of Health Solutions, and ASU. Students must demonstrate the requisite qualifications for successful professional performance, including interpersonal skills, basic communication skills, appropriate professional conduct, and satisfactory performance in field experiences.

Graduate students who demonstrate behaviors or characteristics which make success in their related fields questionable will be reviewed by the program committee. The committee's review may result in a recommendation for dismissal from the program or implementation of probational conditions for continued participation. Students may appeal a recommendation for dismissal by following [established procedures](#).

College and university procedures and policies

All policies and procedures outlined in this handbook are in accordance with policy set by the [Graduate College](#) and [Office of the University Provost](#). In some cases, program policies may be more restrictive than those set by Graduate College and Provost.

Continuous enrollment policy

Students must be registered for a minimum of one credit hour during all phases of their graduate education, including the term in which they graduate. This includes periods when students are engaged in research, conducting a doctoral prospectus, working on or defending theses or dissertations, taking comprehensive examinations, taking Graduate Foreign Language Examinations, or in any other way using university resources, facilities or faculty time.

Registration for every fall semester and spring semester is required. Summer registration is required for students taking examinations, completing culminating experiences, conducting a doctoral prospectus, defending theses or dissertations, or graduating from the degree program. More information on this policy can be found [here](#).

Requesting a leave of absence

Graduate students planning to discontinue registration for a semester or more must submit a leave of absence request via their Interactive Plan of Study (iPOS). This request must be submitted and approved **before** the anticipated semester of non-registration. Students may request a maximum of two semesters of leave during their entire program. Students with a Graduate College-approved leave of absence are not required to pay tuition or fees, but in turn are not permitted to place any demands on university faculty or use any university resources. These resources include university libraries, laboratories, recreation facilities or faculty and staff time. More information on this policy can be found [here](#).

Registration policies

Students are strongly encouraged to enroll in courses well in advance of the start of the term. Enrollment must be complete by the Add/Drop deadline for the session in which the class is offered. Courses that are dropped by the Add/Drop deadline will not appear on a student's transcript. If a course is removed from a student's schedule after this deadline, it will be considered a withdrawal and a grade of "W" will be recorded. Term dates and deadlines, including the Add/Drop, Tuition Refund, Course Withdrawal, and Session Withdrawal deadlines, can be found on the [Academic Calendar](#).

Discrimination, harassment, and retaliation

Title IX of the Education Amendments of 1972 is a federal law which provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy [ACD 401](#) make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. For information on resources, visit the sexual violence awareness, prevention, and response [website](#).

Student support resources

Academic program support

Students admitted to the Behavioral Health (Clinical), DBH program are provided access to MyDBH, which is the online data management system used to monitor student performance throughout the program. The platform provides a central location for gathering 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, links to embedded pages that provide additional details about each area, and alerts regarding student tasks and performance issues that need to be addressed.

Graduate students in the College Health Solutions have access to the [Graduate Student website](#), which houses college resources and advising information.

University resources

- [Graduate College](#)
- [Office of the University Provost](#)

Academic and career support

- [ASU Libraries](#)
- [Graduate Writing Center](#)
- [Career and Professional Development Services](#)
- [Graduate and Professional Student Association](#)
- [Student Clubs and Organizations](#)

Business and finance services

- [Financial Aid and Scholarship Services](#) (financial aid)
- [Student Business Services](#) (tuition, fees, and payments)
- [Parking and Transit Services](#) (permits, shuttles, public transit)
- [Sun Devil Card Services](#) (ID cards)
- [Enterprise Technology](#) (technology assistance)
- [Sun Devil Dining](#) (meal plans, M&G, hours)

Counseling services

ASU Counseling Services provides confidential, time-limited counseling and crisis services for students experiencing emotional concerns or other factors that affect their ability to achieve their goals. Support is available 24/7.

In-person counseling: Monday-Friday 8 a.m. – 5 p.m.

ASU Counseling Services, Student Services Building 234 Tempe, AZ 85287

480-965-6146

After-hours/weekends

Call EMPACT's 24-hour ASU-dedicated crisis hotline:

480-921-1006

For life threatening emergencies

Call 911

Disability accommodations

Reasonable accommodations are determined on a case-by-case, course-by-course basis to mitigate barriers experienced due to a disability ([SSM 701-02](#)). Students with disabilities who require accommodations must register with the [Student Accessibility and Inclusive Learning Services](#) and submit appropriate documentation. It is recommended students complete this process at the beginning of the term and communicate as appropriate with their instructor.

- Email: Student.Accessibility@asu.edu
- Phone: (480) 965-1234
- FAX: (480) 965-0441

Pregnancy: Students requesting services due to pregnancy ([SSM 701-10](#)) should be prepared to submit documentation regarding the pregnancy, any complications and clearance to return to school related activities. Student Accessibility can work with students to foster continued participation in a program, whether that be with academic accommodations such as absences or assistance requesting a leave, or through other requested accommodations.

Health and fitness

All ASU students enrolled in in-person programs have access to Sun Devil Fitness facilities on all campuses. For more information about facilities, membership and group fitness classes, please visit: <https://fitness.asu.edu>

For information about health insurance and appointments with care providers, please see the ASU Health Services website: <https://eoss.asu.edu/health>

International students

ASU's International Student and Scholars Center can provide support and answers to questions about visas, employment, scholarships and travel. To find more information or schedule an appointment with an ISSC adviser, visit the website: <https://issc.asu.edu/>

Veterans and military

The Pat Tillman Veterans Center provides guidance and support for students who are veterans, active-duty military or military dependents. For more information, please call the office at 602 496-0152 or visit: <https://veterans.asu.edu/>

Appendix

A: Program faculty

Cady Berkel, PhD ([profile](#)) – reducing health disparities (including substance use, mental health, HIV and other STIs, and obesity), implementation of evidence-based programs in community settings, including healthcare, school, and court systems

Colleen Cordes, PhD ([profile](#)) – integrated primary care; screening and assessment in the primary care clinic; population health management; physician consultation and collaboration; chronic pain; sexual health; women’s health; chronic disease management; disability issues; veterans’ issues.

Susan “Liz” Harrell, DNP, PMHNP-BC ([profile](#)) – health care and education for individuals experiencing homelessness; interprofessional practice implementation/design/evaluation, adult mental health & substance use disorder management, motivational interviewing, leadership and management, community based health promotion/interventions

C.R. Macchi, PhD, MEd, LMFT, CFLE ([profile](#)) – development, implementation, and evaluation of in-person and online trainings, graduate program training, and the development of online data management systems; leveraging family systems dynamics to support patient health behavior change outcomes; improving weight management and chronic disease (e.g., diabetes) management outcomes; supporting professionals' involvement in self-care and improving quality of life for clinicians, nurses, and other helping professionals; accessing spiritual resources to support health behavior changes

Lesley Manson, PsyD ([profile](#)) – integrated primary care; developing systems/program population management within primary care; process improvement teams; improving interdisciplinary communication and integrated care models; physician consultation and collaboration; creation of integrated care programs; management and clinical projects; motivational interviewing; physician coaching and training

Matthew Martin, PhD ([profile](#)) – translational behavioral medicine, clinician behavior change, and implementation research; scaling and measuring behavioral health integration; population health management; workforce development; family-centered care

Ronald O’Donnell, PhD ([profile](#)) – use of behavioral interventions to improve both medical and psychiatric problems; population health management; healthcare management; group psychotherapy; couples therapy; substance use disorders; solution-focused psychotherapy; strategic psychotherapy; adolescent/family therapy

Tina Sauber, OTD, OTR/L, BCPR ([profile](#)) – neurological conditions, balance and vestibular impairments, organ transplants, critical care, and chronic conditions; integrated primary care (inclusion of allied health members & the impact of behavioral health services on medical conditions), physical medicine and rehabilitation, medical complexities, change management, leadership/management, interdisciplinary communication, quality Improvement, coaching, mentorship