# ASU College of Health Solutions
## Arizona State University

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### Mission

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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 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 skill 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 Triple 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 Triple Aim.

## DOCTOR OF BEHAVIORAL HEALTH PROGRAM
## STUDENT HANDBOOK
## FALL 2018

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*In the case that Academic Program and Graduate Education policies contradict, Graduate Education policies, set forth by Arizona State University and subject to change at any time, take precedence.*

| POLICY TITLE: | **Provisional Acceptance** | Policy #: | **2-100** |
|---|---|---|---|
| Distribution: | **Student Applicants** | Effective Date: | **8/21/2014** |
| Responsibility: | **Core Faculty** | Revision Date(s): | **12/15/2015** |

**PURPOSE**
Define any restrictions placed on the acceptance of new students to the Doctor of Behavioral Health (DBH) program.

**DEFINITION**
Upon review of an applicant's qualifications, the DBH Program may choose to admit a student into the program provisionally. This provisional acceptance may occur for a variety of reasons, including, but not limited to:
1) Additional coursework required based on applicant's master's transcripts.
2) Identified writing deficiencies based on applicant personal statement and/or writing sample.

**POLICY**
Students admitted into the DBH Program provisionally are considered to be on probation, not in good standing until the time at which the student successfully completes the identified plan corresponding to their deficiencies. All provisionally accepted students are expected to complete the requirements of their individualized plan, as noted on their acceptance email, within one year of their enrollment in the program.

**POLICY COMPLIANCE**
Failure to complete the provisional plan within the timeframe outlined above will result in placement of a hold on the student's registration, thereby preventing the student's progress in the program until the plan has been successfully completed. An additional probationary remediation plan may also be established, including additional requirements not previously noted in the student's acceptance letter. For the deficiencies outlined above, the following actions are required for the deficiency correction requirement to be satisfied:
1) Additional coursework required based on applicant's master's transcripts as indicated on **Admissions Letter and email** – student must adhere to the DBH Program plan to correct this deficiency. Students must work with their advisor to ensure the required coursework is completed.
2) Identified writing deficiencies based on applicant personal statement and/or writing sample – student must register for, and successfully complete, IBC 590 Professional Writing Skills class.
3) For any other identified deficiencies (not covered here), students will be provided with a remediation plan from their advisor to correct any of the identified deficiencies.
4) Once the DBH Program deems the deficiency has been corrected, the probation accompanying the provisional acceptance will be lifted.

**RELATED REFERENCES, PROTOCOLS, POLICIES, FORMS AND DOCUMENTS**
- https://graduate.asu.edu/policies-procedures

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| POLICY TITLE: | **Outside Institution Transfer Credits** | Policy #: | **2-110** |
| Distribution: | **Student** | Effective Date: | **8/21/2014** |
| Responsibility: | **Student, Advisor, Student Success Analyst** | Revision Date(s): | **8/21/2014** |

**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.

**DEFINITION**

Credit hours completed at ASU or from another regionally accredited US 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**

1) In order to be considered, all proposed courses must meet the following requirements.
   a) Have a grade of "B" or better.
   b) Were not used towards a previous degree.
   c) Are 500 level or higher.
   d) Preadmission credits must have been taken within three years of admission to the ASU degree program to be accepted.
   e) Are from a regionally accredited institution.
2) Only courses that are substantially similar to DBH courses will be considered for transfer credits.

**EVALUATING POLICY COMPLIANCE**

1) Student must request the creation of a transfer credit task in MyDBH by emailing the Academic Success Analyst.
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 faculty 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 Graduate Education.

**RELATED REFERENCES, PROTOCOLS, POLICIES, FORMS AND DOCUMENTS**

● GRADUATE COLLEGE HANDBOOK (PAGE 13)
● MYDBH TRANSFER CREDIT TASK.  REQUIRED FORM CAN BE DOWNLOADED FROM THE MYDBH TRANSFER CREDIT TASK.

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| POLICY TITLE: | **Technology Requirements** | Policy #: | **2-120** |
|---|---|---|---|
| Distribution: | **Students** | Effective Date: | **8/21/2014** |
| Responsibility: | **Academic Program Lead (APL)** | Revision Date(s): | **12/15/2015; 7/11/2017** |

**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) **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)
            (1) PC - Windows 7 or higher
            (2) Mac - OSX 10.12 or higher
        ii) Core 2 Quad with DDR2 or DDR3 memory i7 based system
        iii) Memory (RAM) - 4 GB or more of RAM
        iv) Graphics/Video card - 256 MB or more video RAM (VRAM)
        v) Hard drive - 40 GB of free hard disk space
        vi) Hyper thread technology
        vii) 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 (USB-connected devices are preferred) – 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 Wi-Fi connection is not stable enough to support online course engagement.
2) **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 apps.
        ii) OpenOffice, GoogleDocs, and Apple iWork may not be used.
    b) Adobe Acrobat Reader – Some of the readings in the program will be provided as a PDF file.
        i) Students using a Mac, these files will open automatically.
        ii) Students using a PC will need to install the free Adobe Acrobat Reader.
    c) Web Browser:
        i) 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.
    d) Flash Player – Student needs to have the latest free Flash Player installed for several of our

applications to work. The player is available for free. Simply click on the link above to install and the site will let you know if you are using the current version or if you need to update the player. Update when prompted.

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

3) **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) Blackboard – course management system
  b) MyDBH – DBH Program management tool
  c) VoiceThread – collaborative project sharing tool
  d) YouTube – recording tool
  e) Zoom – videoconferencing tool

4) **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) Student is 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 communication 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 student meeting one-on-one with the Advisor to develop a student support plan. The Advisor monitors and supports student performance with identified plan objectives.

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

4) 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) Student takes an active role in working with technology support to resolve the issue(s).

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

**RELATED REFERENCES, PROTOCOLS, POLICIES, FORMS AND DOCUMENTS**

- [ASU TECHNICAL SUPPORT](#)

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| POLICY TITLE: | **Use of MyDBH Dashboard** | Policy #: | **2-130** |
|---|---|---|---|
| Distribution: | **Students** | Effective Date: | **8/17/2017** |
| Responsibility: | **Advisor, Staff, Student Success Analyst** | 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 each 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 student meeting one-on-one with the Advisor to develop a student support plan. The Advisor monitors and supports student performance with identified plan objectives.
    b) If the student fails to follow the support plan, the Advisor will develop and monitor student adherence to a remediation plan.

**RELATED REFERENCES, PROTOCOLS, POLICIES, FORMS AND DOCUMENTS**
● MyDBH link

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| POLICY TITLE: | **Professional Communication** | Policy #: | **2-200** |
|---|---|---|---|
| Distribution: | **All Students** | Effective Date: | **7/15/2017** |
| Responsibility: | **Faculty, Staff, and Students** | Revision Date(s): | |

**PURPOSE**

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, online post) often occurs at a distance, and with limited contextual cues. From time to time, such communication may be perceived as inappropriate or unprofessional. Unprofessional communication is defined as communication that is perceived as aggressive in tone, dismissive of faculty concerns, flippant, or otherwise a cause of concern. When communication is deemed to be unprofessional, the student's advisor and DBH faculty will work together to help the student revise their communication style so that their intentions are better received.

**POLICY**

Any DBH faculty (e.g., clinical faculty, faculty associates, and/or academic associates) and staff can express concerns regarding unprofessional communication from a student. When identified, the following steps will be taken:

1) If the first incident of unprofessional communication, the faculty or staff will talk via phone or web-conferencing to the student regarding their concerns about the communication style.
2) If behaviors continue, DBH faculty/staff will notify the student's advisor, and the advisor will outreach to the student's instructors to determine if this is a pattern of communication.
3) Once information (i.e., copies of emails, notes of telephone calls, screenshots of online posts) is gathered from DBH faculty/staff, the advisor and student will meet via phone or videoconference to discuss the behaviors and develop a student support plan.
4) If behaviors continue after the establishment of the student support plan, the advisor will again meet with the student to develop a remediation plan with a specific action plan for the student to identify problem behaviors and ways to correct them.

**EVALUATING POLICY COMPLIANCE**

Student adherence to the above policy will be determined by:

1) Performance in coursework
2) DBH Faculty/Staff interactions and review
3) MyDBH task review

**RELATED REFERENCES, PROTOCOLS, POLICIES, FORMS AND DOCUMENTS**

- REMEDIATION PLAN DOCUMENT PROVIDED BY FACULTY ADVISOR
- HTTPS://PROVOST.ASU.EDU/INDEX.PHP?Q=ACADEMICINTEGRITY
- HTTP://WWW.ASU.EDU/AAD/MANUALS/SSM/SSM107-03.HTML
- HTTP://WWW.ASU.EDU/AAD/MANUALS/SSM/SSM104-01.HTML

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| POLICY TITLE: | **Academic Progress** | Policy #: | **2-205** |
|---|---|---|---|
| Distribution: | **All Students** | Effective Date: | **8/21/2014** |
| Responsibility: | **Faculty Advisors and 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**
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 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 Academic Program when this occurs.
    a) Students on academic probation must raise their graduate GPA within the next nine credits of enrollment or calendar year (whichever comes first).
        i) Failure to raise one's graduate 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 (See Policy #2-270)
    c) No grades of Incomplete may accrue while a student is on academic probation.
        i) Incompletes received prior to the probationary period must be completed by the end of the probationary period.
    d) 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 dismissal discussion is confidential.

    b) A student may, but is not required to, appear (in person or via streaming video) before the faculty, or provide the faculty with a written statement, or both.

    c) Any oral or written statement by the student is expected to focus solely on the deficiencies and/or concerns identified in the remediation plan(s) (See Policy #2-270).

    d) Performance standards on which a recommended dismissal could be based are written and made available to students. These standards may come from several sources (e.g., internal program documents including course syllabi, internship evaluation criteria, Culminating Project policies, and program websites; external sources including ASU Graduate Education regulations concerning academic or scientific misconduct, the student code of conduct, and/or the ethical code of conduct dictated by the student's licensing statutes and regulations).

        i) Documents external to the Academic Program, being subject to change at any time, always supersede program documents when there are discrepancies between them.

    e) The dismissal recommendation, based on the examination of evidence, is determined by a majority vote of the full-time core faculty.

    f) If the faculty's decision is in favor of dismissal, the recommendation to dismiss the student is communicated in writing (via email) to the student, and to Graduate Education.

    g) Students have the right to appeal recommendations for dismissal.

        i) Students who wish to appeal must do so in writing to Graduate Education and within 10 business days of the initial letter sent by the Academic Program.

        ii) Students who do not appeal within the specified timeframe will dismissed from the program.

**EVALUATING POLICY COMPLIANCE**

Student adherence to the above policy will be determined by:

    1) Advisor discussion with course instructors

    2) DBH Faculty/Staff interactions and review

    3) Remediation plan review

**RELATED REFERENCES, PROTOCOLS, POLICIES, FORMS AND DOCUMENTS**

- REMEDIATION PLAN DOCUMENT PROVIDED BY FACULTY ADVISOR
- STUDENT SUPPORT PLAN

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| POLICY TITLE: | **Non-DBH Electives** | Policy #: | **2-210** |
|---|---|---|---|
| Distribution: | **Students** | Effective Date: | **8/21/2014** |
| Responsibility: | **Advisor** | Revision Date(s): | **8/21/2014; 12/15/2015** |

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

**DEFINITION**
Courses that are offered from other programs within Arizona State University (ASU) that may be applied to the completion of the DBH degree.

**POLICY**
1) In the interest of tailoring their learning experience to meet their individual interests, DBH students may elect to take oCourses from other programs within ASU. For a list of all graduate ASUOnline programs, click here.
    a) Courses offered by the following programs are not subject to this approval process; students may take any oCourse offered towards their plan of study, assuming the courses are at the 500-level or higher and have not already been applied towards a terminal degree.
        i) Healthcare Innovation (HCI)
        ii) Science of Healthcare Delivery (HCD)
        iii) Health Informatics (BMI)
2) Requests will be approved on a case-by-case basis. Non-DBH Electives must be relevant to the provision or management of integrated care as determined by the student's faculty advisor.
3) With prior approval, students may take courses outside of the DBH Program as elective offerings and apply these towards the completion of their degree.
4) Students may submit a request to take a particular elective by:
    a) Requesting that the Academic Success Analyst create a task in MyDBH
    b) Submitting the appropriate paperwork **at least two weeks prior to the start of the semester via MyDBH**
5) The DBH faculty advisor reviews the student's request and supporting materials to determine the appropriateness of the course. Courses 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) Student emails Academic Success Analyst requesting to create a task within MyDBH.
2) Request form is submitted via MyDBH at least two weeks prior to the start of the semester.
3) Student cannot register for the class until the faculty reviews and approves the course.
4) Student will be notified of the approval/denial via MyDBH.

**RELATED REFERENCES, PROTOCOLS, POLICIES, FORMS AND DOCUMENTS**
- MYDBH, NON-DBH ELECTIVE CREDIT TASK. REQUIRED FORM CAN BE DOWNLOADED FROM THE MYDBH RELATED TASK.

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

**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 advisor.
2) If the student does not adhere to this recommendation, the advisor will initiate a Student Support Plan outlining a specific strategy to facilitate the student's use of available resources.
3) If writing deficits persist, the student will have a verbal consultation with their Advisor and the Advisor may place the student on a Remediation Plan with a requirement to verify consultation with the Writing Center.
4) If the instructors or the Advisor determine that further intervention is indicated, the student will be required to complete an additional writing support module and/or will be referred to Professional Writing Skills course.

**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 REFERENCES, Protocols, Policies, Forms and Document**
● The ASU University Academic Success Programs, including the Writing Center, are located here.


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| POLICY TITLE: | **Readings and Conference** | Policy #: | **2-220** |
|---|---|---|---|
| Distribution: | **Students** | Effective Date: | **8/21/2014** |
| Responsibility: | **Student, program** | Revision Date(s): | **8/21/2014** |

**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 and definition: 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 2 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 on **up to two (2) occasions** for a total of two credits (one credit for each independent study course). Topics identified for these two sections must be different in order 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) In order 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 (e.g., email) permission to study under that faculty for the corresponding 7.5-week session. It is up to 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 that the faculty sponsor develop a task within MyDBH for the student to upload the proposal for final approval.
   e) Contact the DBH Academic Success Analyst **at least two weeks prior of the start of the session** for assistance with registration.
      i) The Academic Success Analyst 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 program before student begins work on the course.
2) Faculty sponsor determines if student has successfully met the requirements of the Independent Study/Readings and Conference course.

**RELATED REFERENCES, PROTOCOLS, POLICIES, FORMS AND DOCUMENTS**
- MYDBH INDEPENDENT STUDY/READINGS AND CONFERENCE TASK.  REQUIRED FORM CAN BE DOWNLOADED FROM THE MYDBH RELATED TASK.

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| POLICY TITLE: | **Program Concentration Transfer Request** | Policy #: | **2-235** |
|---|---|---|---|
| Distribution: | **Students** | Effective Date: | **8/21/2015** |
| Responsibility: | **Academic Program Lead** | Revision Date(s): | **6/27/2018** |

**PURPOSE**
It is the policy of both ASU and the DBH Program that students may transfer concentrations; this policy outlines the steps for doing so.

**DEFINITION**
The DBH faculty recognizes that some students admitted under the Clinical Concentration may be interested in pursuing the Management Concentration. Students are not able to simply "self-select" the Management Concentration, but rather must apply to transfer into this concentration, both through the program and the University.

**POLICY**
1) Students interested in transferring from the Clinical to the Management Concentration must contact the Academic Success Analyst to request a task be created within MyDBH to initiate the transfer.
2) Once the task is available, a student must complete the Transfer Process Application from Clinical to Management Concentration form.
3) Student applications to transfer will be reviewed by the student's 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 the how the Management Concentration curriculum aligns with their career goals.
    b) If the concentration transfer is approved, the student's advisor is responsible for informing the student of this approval.
4) Upon approval from their advisors, students who wish to transfer into the Management Concentration must then apply (via MyASU) to the Management Concentration and pay the related Graduate Education application fees.
    a) Once the application is received (no supplemental approval required), the Student Services Assistant will admit the student into the new concentration and change their MyDBH to reflect this transfer.
5) Students who transfer into the Management Concentration are required to complete <u>all</u> core courses under this concentration, regardless of the number of previous credits accrued in the Clinical Concentration.
    a) By applying for this concentration, students are acknowledging that a transfer to the Management Concentration *may result in increased length of time until graduation and program cost* depending on the number of previously accrued credits.
6) Because the requirements for admission into the Clinical Concentration are more strenuous than the requirements for admission into the Management Concentration (e.g., students in the Clinical Concentration must be licensed or license-eligible), no students <u>specifically</u> admitted into the Management Concentration are eligible to apply to transfer into the Clinical Concentration at this time.

**EVALUATING POLICY COMPLIANCE**
1) Student submits a request for transfer.
2) Faculty advisor reviews the request and makes a decision.
3) Faculty notifies student of the decision via email.
4) Student completes Graduate Education application for the Management Concentration (and pays related fees) via MyASU.
5) Student Services Assistant admits student under the new concentration and updates MyDBH accordingly.

**RELATED REFERENCES, PROTOCOLS, POLICIES, FORMS AND DOCUMENTS**
- CONCENTRATION TRANSFER REQUEST TASK (CLINICAL TO MANAGEMENT CONCENTRATION). REQUIRED FORM CAN BE DOWNLOADED FROM THE MYDBH RELATED TASK.
- APPLICATION FOR ADMISSION.

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| POLICY TITLE: | **Advisor Transfer Request** | Policy #: | **2-245** |
|---|---|---|---|
| Distribution: | **Students** | Effective Date: | **8/14/2017** |
| Responsibility: | **Advisors** | Revision Date(s): | **8/14/2017** |

**PURPOSE**

It is the policy of the DBH Program that students may transfer advisors if needed and at the discretion of the advising faculty; this policy outlines the steps for doing so.

**DEFINITION**

The faculty recognizes that occasionally, students may desire to transfer advisors. The initial assignment of advisors is at the discretion of the DBH Program to ensure equal workload among faculty; as such, transfer to a new advisor is at the discretion of the requested faculty advisor. Students are not able to simply "self-select" the faculty advisor, but rather must apply to transfer advisors.

**POLICY**

1) Students interested in transferring advisors must first meet with their originally assigned advisor to discuss the reason for their desired change in advisor.
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 an Advisor Transfer task in MyDBH from the Academic Success Analyst.
7) Once the task is available, a student must complete the Advisor Transfer form and obtain the necessary signatures.
8) Student applications to transfer will be reviewed by the student's original 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.
9) If approved, the original advisor will change the student advisor in MyDBH, and the student will work with their newly assigned advisor moving forward.

**EVALUATING POLICY COMPLIANCE**

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

**RELATED REFERENCES, PROTOCOLS, POLICIES, FORMS AND DOCUMENTS**

● ADVISOR TRANSFER REQUEST TASK.  REQUIRED FORM CAN BE DOWNLOADED FROM THE MYDBH RELATED TASK.

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| POLICY TITLE: | **Student Support and Remediation Plans** | Policy #: | **2-250** |
|---|---|---|---|
| Distribution: | **Students** | Effective Date: | **3/29/2016** |
| Responsibility: | **Student, program** | Revision Date(s): | |

**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. 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**
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 3.0-3.5 will be issued a support plan in order to ensure that students access the needed supports prior to initiation of academic probation.
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 medical 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) Faculty 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, Disability Resource Center, etc.).
    - b) Following the videoconference meeting, the student submits a written report of the consultation with their advisor, as well as a detailed plan of how and when they will access the recommended resources.
2) Student is responsible for signing the plan acknowledging receipt and uploading it into MyDBH within 10 business days of the original email.
3) The student and faculty advisor work collaboratively to monitor progress with the support plan.
4) 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.
5) Students have the right to appeal the remediation plan
    - a) An appeal must occur in writing to the Academic Program Lead (APL) 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 (screenshots, doctor's notes, instructor feedback from assignments, email correspondence, etc.)
    - 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.
6) Student subsequently adheres to the ASU and program policy requirements.
7) Faculty 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
8) 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
9) 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 REFERENCES, PROTOCOLS, POLICIES, FORMS AND DOCUMENTS
- REMEDIATION PLAN DOCUMENT PROVIDED BY FACULTY ADVISOR
- STUDENT SUPPORT PLAN DOCUMENT PROVIDED BY FACULTY ADVISOR

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| POLICY TITLE: | **Scope of Practice Concerns** | 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 skill set 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 Advisor will assist the student with completing and submitting the scope of practice form (Management and Clinical disclosures form) to MyDBH.
2) Student's Advisor will place the student on a Student Support Plan and will review with the student their scope of practice limitations.
3) Student 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 advisor:
1) Advisor places student on a remediation plan.
2) Student commits to planning a program to demonstrate they are working within their scope of practice.
3) Student writes 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) Advisor contacts the student's professional licensing board to determine faculty responsibility to report incidents.
5) Faculty will discuss 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, 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 REFERENCES, Protocols, Policies, Forms and Document**
· Remediation plan DOCUMENT provided by Faculty Advisor

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| POLICY TITLE: | **Close Relationships and Academic Integrity** | Policy #: | **2-260** |
|---|---|---|---|
| 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**
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
3) Students will be assigned to separate internship consultation groups.
4) The students' 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) Faculty 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 SafeAssign 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 REFERENCES, PROTOCOLS, POLICIES, FORMS AND DOCUMENTS**
- Academic Integrity

| POLICY TITLE: | **Engagement with Faculty & Staff** | Policy #: | **2-265** |
|---|---|---|---|
| Distribution: | **Students** | Effective Date: | **7/15/2017** |
| Responsibility: | **Student, program** | Revision Date(s): | |

**PURPOSE**
The following policy supports student behaviors and engagement with DBH faculty and staff during the program of study.

**DEFINITION**
Students may demonstrate professional communication issues during their program of study that require engagement in corrective action. This policy is designed to support the student in making the adjustments that are necessary for improved communication and engagement.

**POLICY**
Students are encouraged to outreach to DBH faculty and staff for assistance throughout their time in the program; however, there are occasions where the degree of outreach is inappropriate, and/or the content of outreach is considered unprofessional. For example, students are to give DBH faculty and staff at least one business day to respond to correspondence (either email or phone) before calling other faculty/staff with the same request. Additionally, all communication should be professional in tone. Should students engage in unprofessional behavior on multiple occasions, the following steps will be taken to remedy the behavior.
1) Following the first report of ongoing inappropriate outreach, the advisor will verbally (or via email) notify the student to direct all program-related communications to the advisor for review and consultation.
2) After the second report of a series of inappropriate outreach, the advisor will notify the student that a remediation plan is being implemented. This remediation plan will require the student to develop a decision tree/protocol to help them describe their current issue(s), behavioral options that would promote appropriate contacts to help them resolve their concerns, as well as their plan for improving their professional behavior.
3) Failure to adhere to the terms of the remediation plan may result in removal from the DBH Program

**EVALUATING POLICY COMPLIANCE**
1) Faculty advisor discusses the concerns and appropriate actions with the student.
2) Faculty advisor outreaches as appropriate to other faculty and staff to monitor student communication(s)
3) Faculty advisor issues remediation plan as needed.
4) Student is responsible for signing the plan acknowledging receipt and uploading it into MyDBH within 10 business days of the original email.
5) Student subsequently adheres to the ASU and program policy requirements.
6) Faculty and faculty advisors reserve the right to consult with each other on each student's progress to confirm adherence to the plan.
7) The plan is designed to support the student's effort to remediate the issues that prompted the formation of the plan.
8) If a student does not complete the plan according to the schedule outlined, the faculty advisor may recommend the student for dismissal from the program.

**RELATED REFERENCES, PROTOCOLS, POLICIES, FORMS AND DOCUMENTS**
- REMEDIATION PLAN DOCUMENT PROVIDED BY FACULTY ADVISOR

| POLICY TITLE: | **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** |

**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 should have completed or be concurrently enrolled in 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
      iii) IBC 701 – Models of Integrated Primary Care
      iv) IBC 702 – Brief Interventions in Primary Care
      v) IBC 793 – Culminating Project (1st credit, prerequisite)
   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:
      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 approvals of all required tasks in order to proceed with subsequent tasks.
      iv) Students are to only provide sites with ASU approved materials that describe the internship program.
      v) Orient to the site's policies and procedures.
      vi) Secure agreements from the site liaison and the medical preceptor.  These roles must be performed by two different people on site.
      vii) Develop a plan for completing all aspects of the internship credits and requirements.
   c) An internship site may require the student to complete a background check and drug testing prior to beginning the internship rotation.  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.
   d) If all previous tasks have been approved, the program will pursue establishing a site agreement.
   e) Only student interns who have completed all pre-internship tasks prior to the first day of class will be enrolled in the internship course.
   f) The DBH Program must receive an executed copy of the student placement agreement from the internship site prior to the student intern beginning the internship course.
   g) Students must have a minimum 3.0 GPA 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 Internship Chair to develop a placement plan and notifies student advisor.  Internship Chair monitors student progress toward securing internship

placement and notifies student advisor if problem persists after two failed placement attempts.

    b) After the two failed attempts, the student Advisor develops a student remediation plan and monitors student progress toward securing internship placement.

3) <u>Course standards and requirements</u> - 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

        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 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) Student is 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) <u>Internship performance support</u>

    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 Consultant to develop a student support plan and notifies 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 Internship Chair to refine plan then one-

on-one with student intern to discuss plan revisions. Consultant notifies student's Advisor.

      ii) If the student fails to meet the requirements of the student support plan, the 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.

  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 Consultant to develop a student support plan and notifies 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 Internship Chair to refine plan then one-on-one with student intern to discuss plan revisions. Consultant notifies student's Advisor.

      ii) If the student fails to meet the requirements of the student support plan, the 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.

      iii) In the event when the student's initial professional behavior is so egregious (e.g., harming a patient), the student 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) Student may use the intersession following an internship semester to accumulate hours at the internship site.

  c) Student must complete and document 400 hours on-site including 160 hours direct patient contact (40%) to complete the internship requirement for graduation. Students must enroll and complete additional semesters of internship until the required hours are completed.

  d) 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.

**POLICY COMPLIANCE**

1) Professional behavior

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

  b) As noted above, documents external to the program, being subject to change at any time, always supersede internal program documents when there are discrepancies between them and 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 project.

    b) 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.

    c) Student must complete at least two semesters of internship for a total of 6 credits.

    d) 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 REFERENCES, PROTOCOLS, POLICIES, FORMS AND DOCUMENTS**

- ALL DOCUMENTS AVAILABLE IN MYDBH AND COURSE SHELL
- ASU [policy for incompletes](#)

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| POLICY TITLE: | **Management Internship** | Policy #: | **2-350** |
|---|---|---|---|
| Distribution: | **Student Interns** | Effective Date: | **8/21/2014** |
| Responsibility: | **Consultants, Internship Coordinator** | Revision Date(s): | **12/15/2015; 7/11/2017** |

**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) <u>Pre-internship requirements</u> - The pre-internship term occurs during the semester prior to enrollment and involves and receive approvals on a series of tasks.
    a) Students should have completed or be concurrently enrolled in the following courses in preparation for performing the internship duties and responsibilities:
        i) IBC 701 – Models of Integrated Primary Care
        ii) IBC 724 – Behavioral Healthcare Management
        iii) IBC 793 – Culminating Project (1st credit, prerequisite)
    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:
        i) Qualified internship sites must be a medical-related 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 approvals of all required tasks in order to proceed with subsequent tasks.
        iv) Orient to the site's policies and procedures.
        v) Students are to only provide sites with ASU approved materials that describe the internship program.
        vi) Secure agreements from the site liaison and the management preceptor. These roles must be performed by two different people on site.
        vii) Develop a plan for completing all aspects of the internship credits and requirements.
    c) If all previous tasks have been approved, the program will pursue establishing a site agreement.
    d) An internship site may require the student to complete a background check and drug testing prior to beginning the internship rotation. 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.
    e) Only student interns who have completed all pre-internship tasks prior to the first day of class will be enrolled in the internship course.
    f) The DBH Program must receive an executed copy of the student placement agreement from the internship site prior to the student intern beginning the internship course.
    g) Students must have a minimum 3.0 GPA to enroll in the internship course.
2) <u>Pre-internship performance support</u> - Internship Chair provides internship placement support according to standard internship protocols. If the issue persists:
    a) Student intern meets one-on-one with Internship Chair to develop a placement plan and notifies student advisor. Internship Chair monitors student progress toward securing internship placement and notifies student advisor if problem persists after two failed placement attempts.
    b) After the two failed attempts, the student Advisor develops a student remediation plan and monitors student progress toward securing internship placement.

3) <u>Course standards and requirements</u> - 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.
        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 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) Student must attend and actively participate.
        ii) Student may have no more than two absences.
        iii) Student is prepared for and satisfactorily presents business cases as assigned.
    d) Professional behavior
        i) *Unethical or unprofessional conduct*
            (1) Student must perform duties that correspond with 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 management 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 site leaders to their employed practice site for paid consultation services.
        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 training, experience, and credentials.
4) <u>Internship performance support</u>
    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 Consultant to develop a student support plan and notifies 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 Internship Chair to refine plan then one-on-one with student intern to discuss plan revisions. Consultant notifies student's Advisor.
        ii) If the student fails to meet the requirements of the student support plan, the 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.

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 Consultant to develop a student support plan and notifies 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 Internship Chair to refine plan then one-on-one with student intern to discuss plan revisions. Consultant notifies student's Advisor.

   ii) If the student fails to meet the requirements of the student support plan, the 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.

   iii) In the event when the student's initial professional behavior is so egregious (e.g., harming a patient), the student 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) Student may use the intersession following an internship semester to accumulate hours at the internship site.

   c) 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.

## POLICY COMPLIANCE

1) Professional behavior

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

   b) As noted above, documents external to the program, being subject to change at any time, always supersede internal program documents when there are discrepancies between them and 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 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) 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 project.

   b) 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).

    c)    Student must complete at least one semester of internship for a total of 3 credits.

**RELATED REFERENCES, PROTOCOLS, POLICIES, FORMS AND DOCUMENTS**
- ALL DOCUMENTS AVAILABLE IN MYDBH AND COURSE SHELL
- ASU policy for incompletes

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| POLICY TITLE: | **Culminating Project** | Policy #: | **2-400** |
|---|---|---|---|
| Distribution: | **Students, Faculty, Instructors** | Effective Date: | **8/21/2014** |
| Responsibility: | **Students, Instructors, and Faculty Members** | Revision Date(s): | **8/21/2014; 12/15/15** |

**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 three separate enrollment (15-week – Fall/Spring; 8-week – Summer [CP3 only]) semesters, 1-credit offerings of IBC 793.
    a) IBC 793 credits are often referred to as cohort 1 (1st credit), cohort 2 (2nd credit), and cohort 3 (3rd credit).
    b) Each credit/cohort has specific mandatory applied and academic requirements for culminating project and credit completion.
    c) Students are encouraged to register and complete their first credit of IBC 793 while in their first semester in the DBH Program (assuming eligibility to enroll in a C session course) in order to acquire the requisite skills and knowledge to be successful in the DBH Program.
    d) The second credit of IBC 793 is encouraged to be completed while on internship, with the final 3rd credit taken after data collection is complete.
2) Grading Policy: All cohorts are offered in a pass/fail format. Refer to the course syllabus for specific grading information for each cohort.
    a) If a student receives a Z, they must work with both the instructor and their advisor to complete the missing requirements both via Blackboard and MyDBH.
    b) Once the coursework is approved, the instructor will submit a grade change to assign an appropriate passing grade and the student will be allowed to register for another credit of IBC 793 as needed.
        i) Students will only be given permission to register for the next credit of 793 after receiving explicit permission from their advisor to do so.
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 culminating project course.
        ii) To view and fulfill the responsibilities of all information on the IBC 793 course shell 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) Integrated healthcare topics inclusive of a medical condition, behavioral concerns, and medical settings
          ii) Critical examination of the current literature
          iii) Literature review, data collection and analysis
          iv) Stakeholder pitch/video defense upon completion of the paper
          v) Approval of IRB (as needed)

d) Culminating project topic examples include, but are not limited to:
          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 impede outcomes/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 Triple Aim
          iv) Propose, evaluate, and implement an integrated project focused on management related concerns (QI, QA, PI, Workflow Development)
          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, and medical specialty care

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

4) <u>Change of Chair and Committee members</u>:
a) Requests to change in Culminating Project committee membership are to be made only after the student meets with and receives approval from the Culminating Project Chair identifying the reasons for the proposed committee change.

**EVALUATING POLICY COMPLIANCE**

1) <u>Course Enrollment</u>: Students enroll in 1-credit of IBC 793 for a total of 3 semesters; program consent to register for all three cohorts is required.
a) 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) <u>Grading Policy</u>: 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.
a) Responsibilities of the Chair:
          i) Chairs are required to respond to all CP assignments through MyDBH to their students in a timely manner to support successful completion of the course when indicated.
          ii) Timely response from the Chair is variable based on the complexity of the assignment
          iii) Chairs are required to monitor their students who receive a Z to ensure successful completion and planning.
          iv) Chairs will utilize MyDBH to identify students who have a Z and need further support for completion.
          v) Chairs will outreach through ASU email to provide support and reminders to students related to their Z status and document in MyDBH.
          vi) If student is unable to complete Z within 2 semesters (Fall, Spring, and/or Summer term), then the chair will refer them to the student success coaches for additional support.
          vii) If 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.

        viii) Student support plans are to be completed and signed/acknowledged by the student through MyDBH task.

           (1) Chairs are required to notify their students who receive a Z to re-submit their CP Timeline Form with the corrected adjustments for successful course completion and notify their students that they are not allowed to register for another credit of IBC 793 until they fulfill course requirements and receive chair approval.

           (2) Chairs are required to notify students of violations to culminating project process and implement remediation plans or other recommendations as needed.

b) Responsibilities of the Students:

    i) 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.

    ii) 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 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 decision of what will be required is determined by the project chair.

    iii) 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 student does not follow requirements, a formal review process with remediation or formal program dismissal may occur.

c) Graduation Requirements:

    i) In order to complete the graduation requirements for the DBH degree, students must successfully complete 3 semesters of the 1-credit IBC 793 culminating project course with a Y grade.

    ii) Students must also complete a passing stakeholders pitch presentation and full completed culminating project approved by a majority of their culminating project committee members and chair.

3) <u>Course Content and Standards</u>: 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) The instructor(s) of IBC 793 will maintain the educational and instructional materials on the course shell. IBC 793 instructor(s) will ensure discussion boards and other academic assignments related to the use of the course shell are monitored and completed. The instructor(s) are responsible for notifying the students and faculty members regarding student progress through:

    i) Direct student email notification

    ii) Reminder announcements

    iii) Direct faculty email notifications

    iv) Faculty review meetings

b) The chair is required to ensure students are aware of and meet the culminating project standards.

c) Students 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.

4) <u>Change of Chair and Committee members</u>:

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 task is created, the student will complete and submit related request form via MyDBH.

d) The Academic Program Lead (APL) 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 Academic Program Lead (APL) (*chair or committee member changes*).
f) If the form is approved, the Academic Program Lead (APL) will notify the committee member(s) leaving the committee and request email confirmation from the member(s) requested to join the committee.

**RELATED REFERENCES, PROTOCOLS, POLICIES, FORMS AND DOCUMENTS**
- SEE IBC 793 COURSE SHELL FOR RELATED REQUIRED DOCUMENTS AND FORMS
- SEE MYDBH FOR RELATED REQUIRED DOCUMENTS AND FORMS
- COMMUNICATION AND TECHNOLOGY REQUIREMENTS (SEE COURSE SYLLABI)