



Integrated Behavioral Health - Clinical, Certificate

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.

Inclusive Excellence at the College of Health Solutions

The College of Health Solutions has a mission to improve the mental and physical health of our larger and immediate communities by better understanding the challenges that individuals and populations face, while striving to be part of the solution. The college is committed to the idea that every member of our society should have the opportunity for good health and wellness throughout their lifespans. In an effort to actualize this ideal, we embrace and support inclusive excellence in everything we do, including teaching, research, service, and clinical practice.

Commitments to Inclusive Excellence

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 discriminatory or harmful actions.

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Introduction

Welcome

Welcome to the Integrated Behavioral Health – Clinical graduate certificate program at Arizona State University!

We are excited you have selected the Integrated Behavioral Health – Clinical certificate; the graduate faculty and support staff are committed to your success in this program. 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 ensure 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 and outlines the standards and policies set by the College of Health Solutions and ASU's Office of Graduate Education. As a graduate certificate student, it is your responsibility to read this handbook and use it as a reference as you navigate through the program. Please contact us (chsgrad@asu.edu) with questions if any of the policies or procedures seem unclear.

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

CR Macchi, PhD

Program Co-director

Vision and mission

The Integrated Behavioral Health programs strive 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 to achieve the Quintuple Aim.

The mission of the Integrated Behavioral Health – Clinical graduate certificate program is to equip healthcare providers with the clinical skills to support patient health outcome improvements in medical settings. The core courses address models of integrated care, clinical interventions, population-based health, and medical literacy. Students are equipped to effectively collaborate on interprofessional teams that provide populations with increased access and reduced barriers to comprehensive, whole-person care.

Program overview

The Integrated Behavioral Health – Clinical certificate meets the growing demand to integrate behavioral health clinicians into primary care or other traditional medical settings.

The curriculum offers clinician students a deeper understanding of models of primary care behavioral health and training on evidence-based approaches to behavioral health care. Program courses focus on various aspects of behavioral health care, including models, clinical medicine and pathophysiology, clinical interventions, and population health.

It is ideal for clinicians who aspire to or already are working in integrated primary care behavioral health. The program may be completed:

- as a stand-alone program
- to complement a student's graduate degree program of study
- to supplement a student's existing clinical skills or their current practice within an integrated team-based healthcare setting

Graduates who have combined the certificate in clinical integrated behavioral health with a graduate degree, their license or their practice within integrated team-based healthcare settings may gain an edge in a competitive job market.

Completion of this certificate, in conjunction with your clinical degree, can help you launch your career as a:

- behavioral health case manager
- behavioral health provider
- counselor of behavioral health or care manager
- integrated behavioral health care supervisor
- program coordinator

Program contacts

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

CR Macchi, crmacchi@asu.edu

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

Program faculty: see [Appendix A](#)

Admission

Admission to the Integrated Behavioral Health – Clinical certificate is available for Fall, Spring, and Summer terms. Deadlines to apply can be found [here](#). The admissions committee will review applications 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: 1 year

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 social work, counseling, family therapy, clinical psychology or nursing, physician assistants, among others, are encouraged to apply.

Professional licensure or certification – Applicants 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 (e.g. nurse, dietitian, occupational therapist).

Statement of intent – The statement of intent should be 500 to 750 words in length and describe how the applicant's professional experiences make them a good candidate for the certificate program, their understanding of integrated behavioral care, and how the certificate program will help the applicant achieve their career goals.

Reference – Contact information of at least one reference is required. The reference will be contacted via email to respond to a series of questions about the applicant.

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.

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. Certain types of graduate credits cannot be transferred to ASU (see the [Graduate College Policy Manual](#)). Official transcripts must be sent to Graduate Admission Services from the records office of the institution where the credits were earned.

No more than 40% of coursework for the requirements of a graduate certificate can be completed prior to admission to the certificate program. No more than 20% of the minimum required credit hours for a graduate certificate may be transferred from another university. Students completing two certificates may share up to 20% of the minimum required credit hours for the certificates, with approval from the program units.

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 Integrate Behavioral Health – Clinical certificate has a program fee of \$556 per credit.

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](#)).

For more information and assistance, visit the [Financial Aid website](#).

Note: To be eligible for federal aid (loans and grants) and scholarships that require a FAFSA, students must be admitted to a *degree* program. Students pursuing only a certificate are not eligible for federally-funded aid.

Curriculum and graduation requirements

Program requirements

The Integrated Behavioral Health – Clinical certificate is comprised of 15 credits.

Required core (12 credits)

- IBC 601 Models of Integrated Primary Care (3)
- IBC 603 Brief Interventions in Primary Care (3)
- IBC 604 Clinical Medicine/Pathophysiology (3)
- IBC 611 Population-based Behavioral Health Management (3)

Electives (3 credits)

Note: Grades of B or better are required in the core courses.

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

Scope of practice

As this certificate 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 Integrated Behavioral Health – Clinical certificate is not a route to a license or 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

Students must complete 3 credits of electives. Electives should be selected in consultation with program faculty. Courses that are health-related and at least 500-level or higher may be used without additional approval (such as those offered under the IBC prefix). For questions on the ability to use a course, or to request approval to use a non-health related course, students should contact the graduate support coordinator. Courses may require additional consent for enrollment. Students should contact the unit that owns the course for assistance.

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. 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.

Plan of Study, Fall Start

Term/ Session	Course	Credits
Fall B	IBC 601 Models of Integrated Primary Care	3
	IBC 611 Population-based Behavioral Health Management	3
Fall C	IBC 604 Clinical Medicine/Pathophysiology	3
Spring A	IBC 603 Brief Interventions in Primary Care	3
	Elective	3

Plan of Study, Spring Start

Term/ Session	Course	Credits
Spring A	IBC 603 Brief Interventions in Primary Care	3
	Elective	3
Fall B	IBC 601 Models of Integrated Primary Care	3
	IBC 611 Population-based Behavioral Health Management	3
Fall C	IBC 604 Clinical Medicine/Pathophysiology	3

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 student must submit their iPOS 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: program co-directors

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 GPAs (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 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 Integrated Behavioral Health – Clinical certificate requires grades of B or better in the required core 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 Integrated Behavioral Health – Clinical certificate 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 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

All coursework used to complete an ASU graduate certificate must be completed within a six-year time limit. Graduate courses taken prior to admission that are included on the Interactive Plan of Study must have been completed within three years of the semester and year of admission to the program. The six-year period begins with the term of admission to the 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

For grade disputes during a class, students must first contact the instructor of the course. Concerns that are not able to be resolved with the instructor should be brought to the program director.

The process to appeal a final course grade 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](#), 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

Graduate students in the College of Health solutions may access the [CHS website](#) for information on [college policies and 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)
- [Billing and Student Finances](#) (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