College of Health Solutions

Arizona State University

Integrated Behavioral Health – Management, Certificate

Student Handbook

2026-2027 Catalog

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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.

See our commitments to inclusive excellence.

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Introduction

Welcome

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

We are excited you have selected the Integrated Behavioral Health – Management certificate; the graduate faculty and support staff are committed to your success in this program. As a graduate student enrolled in the certificate program, you will have the opportunity to interact with faculty from a variety of clinical and management backgrounds in integrated care, interprofessional education, healthcare, 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 certificate program in several ways. It provides shared expectations for both faculty and students. It also outlines the standards and policies set by the College of Health Solutions and Graduate College. As a graduate student, it is your responsibility to read this handbook and use it as a reference as you navigate through the certificate 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 with the entire graduate faculty in reiterating our commitment to your success and we look forward to working with you to complete your professional certificate.

Liz Harrell, DNP, PMHNP-BC

Program 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 Integrated Behavioral Health – Management graduate certificate program aims to cultivate future leaders in integrated primary behavioral health care. Graduates are equipped to develop, implement, and assess programs that foster effective transformation within healthcare systems. Students are equipped to effectively collaborate using management practices within an integrated team-based healthcare setting.

Program overview

The Integrated Behavioral Health – Management certificate meets the growing demand for health care managers of programs that integrate behavioral health into primary care and other traditional medical settings. This program trains students to manage and contain health care costs while working to obtain a return on investment through revenue management in the various health care financial models. Students

learn to develop management strategies that address the needs of populations with evidence-based practices and team-based care that is focused on quality, leveraging technology and cost effectiveness.

It is ideal for managers who aspire to work in integrated care health systems. 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 management skills or their current management practice within an integrated team-based health care setting

Graduates who have combined the certificate in management of integrated behavioral health with their graduate degree program of study, their license, or their practice within integrated team-based health care settings may gain an edge in a competitive job market. This management focused certificate provides refined learning in integrated care, quality and performance interventions, financial management, and behavioral health management skill building for integrated healthcare.

Completion of this innovative program, in conjunction with your other degrees/training can help you launch your career as a:

- behavioral health director
- behavioral health manager
- behavioral health quality improvement manager
- integrated care leader
- program supervisor
- program coordinator

Program contacts

Program director: Liz Harrell, lizharrell@asu.edu

Graduate support coordinator: Aimee Sharifi and Teryn Richardson, chsgrad@asu.edu

Program faculty: see Appendix A

Admission

Admission to the Integrated Behavioral Health – Management, Certificate is available for Fall, Spring, and Summer terms. See deadlines to apply. Applications will be reviewed by the admissions committee only once all materials have been received. Application status can be monitored in MyASU. Official admission decisions will be emailed to the student.

Quick Facts:

- Location: Online
- Start terms: Fall, Spring, Summer
- Time to completion: 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.

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 business administration, public health, finance, nursing, counseling, behavioral health, health care administration and social work, among others, are encouraged to apply.

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 15 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 seven 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.

With approval, all ASU credits used to earn a graduate microcertificate or graduate certificate may also be used towards a graduate degree. The graduate microcertificate or graduate certificate must have been completed within three years of admission to the degree program and applicable courses must have been completed with grades of “B” or better.

All credit hours earned in a degree program can be applied toward one graduate certificate or graduate microcertificate with these restrictions:

- standard pre-admission policies are followed
- there is no sharing of a culminating experience
- admission to the certificate or microcertificate must occur prior to completion of all courses for the certificate.

No more than 20% of the minimum required credit hours for a graduate certificate may be transferred from another university. Students completing two graduate certificates may share up to 20% of the total minimum required credit hours for the certificates, with approval from the program units. Credits cannot be shared between multiple graduate microcertificates.

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 Integrated Behavioral Health – Management 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.

Travel assistance

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

- Graduate College travel awards
- Graduate and Professional Student Association travel grants
- College of Health Solutions student conference support

Curriculum and graduation requirements

Program requirements

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

Required core (12 credits)

- HSC 614 Quality and Performance Measurement, Improvement and Incentives in Health Care (3)
- HSC 626 Interdisciplinary Health Care Management (3)
- HSC 630 Financial Management of Health Care (3)
- IBC 601 Models of Healthcare (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

The Integrated Behavioral Health – Management certificate is not a route to a healthcare 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. The coursework in the certificate does not meet requirements for any healthcare licensure and are management focused.

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 HSC or IBC prefixes). 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 A	HSC 614 Quality and Performance Measurement, Improvement and Incentives in Health Care	3

	HSC 630 Financial Management of Health Care	3
Fall B	IBC 601 Models of Integrated Primary Care	3
Spring A	Elective	3
Spring B	HSC 626 Behavioral Health Management	3

Plan of Study, Spring Start

Term/ Session	Course	Credits
Spring A	Elective	3
Spring B	IBC 601 Models of Integrated Primary Care	3
	HSC 626 Behavioral Health Management	3
Fall A	IBC 614 Quality and Performance Measurement, Improvement and Incentives in Health Care	3
	HSC 630 Financial Management of Health Care	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. See more information on iPOS.

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.

See university grade definitions and policies.

The Integrated Behavioral Health – Management 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. Students should be mindful that incomplete grades may impact financial aid.

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 – Management 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 the graduate certificate must be completed within a two-year time limit. Graduate courses taken prior to admission that are included on the Interactive Plan of Study must have been completed within seven years of the semester and year of admission to the program. The two-year period begins with the term of admission to the program OR the earliest term of applied pre-admission credit.

Exceptions to the time limit policy must be approved by the program director and the College of Health Solutions. Extensions of more than two years must also be approved by 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 assignment grade disputes during a class, students must contact the instructor of the course.

The process to appeal a final course grade may only be initiated by a student once the course has concluded and a final grade has been posted to the student's transcript. Per university policy, course 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 course grade appeal 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 by the program director. 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.

Student grievance

Students who wish to file a grievance about a non-grade-related matter may use the established student grievance procedure. 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.

See information on the academic integrity procedure within the College of Health Solutions.

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. See more information on the continuous enrollment policy.

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. See more information on the leave of absence policy.

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

The program director is available to meet individually with students regarding questions about the program, connecting with program faculty, and more. To set up a meeting with the program director, students should email them directly.

The graduate support coordinator is available to assist students with concerns regarding iPOS, course registration concerns, college and university policy/procedure questions, and information regarding graduation. Students are encouraged to connect with the graduate support coordinator once per term or when making any adjustments to their iPOS. Once admitted, students will be able to schedule an appointment online. Note that the graduate support coordinator is only available during business hours.

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 Student Government
- 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, see the Sun Devil Fitness and Wellness website.

For information about health insurance and appointments with care providers, see the ASU Health Services website.

International students

ASU's International Student and Scholars Center (ISSC) can provide support and answers to questions about visas, employment, scholarships and travel. International students are strongly encouraged to consult the ISSC regarding minimum total enrollment and minimum in-person enrollment requirements to support their visa status. See the ISSC website for more information or to schedule an appointment with an ISSC adviser.

The ASU Coalition of International Students is comprised of international student organizations and promotes engagement activities and resources, including an international student guidebook, to support international students.

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 the Veterans Center website.

Appendix

A: Program faculty

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

Jessica Hogan, DBH (profile) – cross-cultural competencies of integrated behavioral health providers in China and Vietnam (on-going research projects with USAID and ULSA), improving health outcomes in Native American and Alaska Native populations, social determinants of heath through the health equity lens to enhance the health of minority, marginalized, and low socio-economic populations.

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

Alison Sutton-Ryan, PhD (profile) – perinatal mood disorders, addiction and recovery, the mental health of medical professionals, interprofessional education, integration of lived experience in mental health program design, enhancing provider well-being, addressing health disparities, graduate social work education, recognized for work in interprofessional care for underserved populations, including transgender individuals in rural communities