Mission

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

Clinical Vision

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

Management 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.

Course Number: IBC 684
Course Title: Management Internship
Credits: 1-3 credit hours
Required Internship Prerequisites
- Graduate student (degree-seeking)
- Students must have a minimum 3.0 GPA to enroll in the internship course
- Completion of
  - IBC 601 - Models of Integrated Primary Care
  - IBC 614 - Quality & Performance Improvement and Measurement
  - IBC 626 - Behavioral Health Management
  - IBC 793 - Culminating Project (1st credit, pre-requisite)
- Pre-Internship tasks requirements must be met on MyDBH before the student enrolls in the course, including:
  - Intent to Register for Internship
  - Internship Site Application approval (if new proposing site)
  - Internship Completion Plan
  - Background Check Acknowledgement
  - Identification of internship Site Liaison and Medical Preceptor
  - Internship Site Profile and Contacts Agreement
  - Properly executed Student Placement Agreement between the internship site and ASU

Recommended Prerequisites
- Completion and approval of Culminating Project proposal prior to beginning the internship semester needed to collect project data during internship

Internship Management

Name	C. R. Macchi, Ph.D.
	Clinical Associate Professor
	Associate Chair of Internship Programs
Office	MC 9020, Health South, Room 430
	500 N. 3rd Street
	Phoenix AZ 85004-2135

Phone	(602) 496-1355
Email	crmacchi@asu.edu
Office hours	arranged via e-mail

Name	Maddie Christus
	Internship Support Coordinator
Office	Health North, 550 N. 3rd Street, Phoenix, AZ 85004
	Phoenix AZ 85004-2135
Phone	(602) 496-2561
Email	Madeline.Christus@asu.edu

Catalog Description
The goal of this course is to enhance students' academic training by providing structured opportunities for the application of healthcare management principles within the context of integrated healthcare settings within a primary care clinic, hospital, emergency room, or other approved medical or integrated healthcare treatment or management setting.

Course Overview
A Faculty Associate will serve in the role of Management Consultant to support the students' internship learning objectives and use the student reports of activities as a basis for applying management strategies and techniques in the internship site. Students are required to be actively participating as interns in an agency that meets the requirements of the DBH Program. The role of the student intern includes consultation with management, physicians, and allied health professionals on management topics and activities central to the DBH Management Concentration curriculum.

Learning Outcomes

Course Learning Objectives	SLOs
1. Develop, implement, and/or evaluate integrated behavioral health management programs in an integrated healthcare setting	M08
2. Apply a business case study model to present and discuss key topics that are the focus of the internship experience	M08
3. Utilize clinical outcome data from eHealth/mHealth resources in patient behavior change and outcomes management	M08
4. Effectively consult with healthcare personnel on management strategy, techniques, and objectives on topic(s) related to integrated healthcare management	M01, M12, M13
5. Utilize basic business principles to complete a management project report and PowerPoint presentation on healthcare management in an integrated care setting	M06, M10
6. Apply the scientific method as it applies to integrated behavioral research study design, methods, critical evaluation of results and conclusions as intelligent consumers of science	M04, M10

Topic Outline
1. Application of management skills in the development, management, and evaluation of healthcare programs in integrated healthcare settings
2. Development and refinement of consultation with healthcare professionals on the management of integrated healthcare programs
3. Methods for formulating and presenting management case studies based on business case study model
4. Measuring and applying practice-level integration to perform quality improvement processes
5. Interpretation of management process and/or outcome reports in areas such as clinical programs, quality improvement, finance, practice management, or accreditation

Methods of Instruction
This course uses *Canvas* for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The course site can be accessed at
http://my.asu.edu

Activities in this course will primarily consist of case discussion/presentations. They may also include supplemental readings; video recordings and short lectures; individual and group activities; and case scenarios. The class will meet once a week using *Zoom* conferencing system utilizing both video and auditory inputs. Attendance in a synchronous fashion is required. Punctuality is expected.

Assigned Readings
Required Textbook: None
Required Articles: As assigned by the Management Consultant on an ad hoc basis

Course Requirements
- Regular, timely attendance and participation (synchronous) in the weekly meeting with no more than 2 unexcused absences per semester (an excused absence is to be presented to and approved by the Management Consultant *prior* to the day of the scheduled class)
- Use of *Zoom* from a desktop or laptop computer with a hardline connection (not Wi-Fi) to the internet including video (webcam) and audio (headset or earbuds)
- Completion of Community Forum posts and group learning activities as assigned
- Completion of periodic reports in *MyDBH*
- Recordings and presentations of business cases
- Development, implementation, and evaluation of one Management Project based upon one of the previously presented business case studies
- Completion of a mid-semester individual consultation with the Management Consultant to review student progress
- Submission of <u>one</u> internship project plan at the beginning of the semester and a summary report by the end of the internship course
- Completion of end-of-semester evaluations

Course Recommendations
- Students are encouraged to use their internship placement to collect data for their Culminating Project. This requires that students complete an approved Culminating Project Proposal prior to collecting data during the internship placement

Methods of Evaluation
Please refer to the internship scoring guide below for a description of the final grade determination. All reports are to be submitted through completing online forms or uploading documents to *MyDBH*.

Category	Activity	Number in Course	Total Point Value
Consultation Group	Attendance and participation	--	20
	Business case study presentations	4	32
Practice Integration Profile (PIP)	*Internship Site Practice-level Integration Analysis*	1	15
Management Project	*Project - Outline*	1	5
	Project – Executive Summary	1	15
	Project - Presentation	1	7
Performance Evaluation	*Consultant Evaluation of Student Intern*		80
TOTAL COURSE POINTS			**174**

Grading Procedure/Methods of Evaluation
This course is designed to evaluate core competencies based on the program curriculum. This is a Pass/Fail course. To pass this course, students must have an 80% of the total points and complete all internship tasks in MyDBH resulting in a green alert. The internship program evaluation is based on the following:
1. Student completion of Course Requirements above
2. Management Consultant meets individually with the student, three times at a minimum:
   a. Beginning of the semester to review the *Student Training Plan*
   b. Mid-semester to evaluate student progress

      c.   End of the semester for a final review of all evaluations

3. Management Consultant evaluation of student participation in course meetings, including case study presentations and formulation, use of business outcomes to modify programs, role-play exercises, discussion with intern student peers, and use of feedback
4. Management Consultant evaluation of student performance metrics, including weekly activity logs, case study presentations, management project, and student internship evaluation forms
5. Management Consultant evaluation of student performance at internship site based upon consultation with internship Site Liaison
6. Each student is to be evaluated once per semester by the Site Liaison and a Management Staff representative. These evaluations are to be completed in consultation with other key internship site managers or clinicians familiar with the student's work
7. Students are required to complete a self-assessment of their competencies and internship experience each semester
8. Students are required to complete an assessment of the internship site

The Management Consultant will consolidate, review, and evaluate the intern performance information in order to determine that the student has reached proficiency in his or her ability to practice healthcare management. The pass or fail grade will be based on a balanced evaluation of both qualitative (e.g., participation in weekly webinars) and quantitative (evaluation forms) data.

Internship Site and Representative Requirements
The internship site must be a setting specific to integrated behavioral healthcare management. Examples include hospitals and clinics, health plans and managed care organizations, or other agencies or organization with a dedicated unit or department focused on integrated behavioral care, or dedicated integrated behavioral health projects within the healthcare setting.

Securing an Internship Site
Students enrolled in the DBH program are responsible for identifying and securing their own clinical host site in which they may perform their internship duties. In MyDBH, the DBH program maintains a roster of clinical facilities and healthcare systems that have hosted DBH student interns in the past. Students may wish to consult our roster as they begin their search for a host agency. Formal approval of the host clinical site by the DBH program is required the semester before a student may begin clocking contact hours. Internship sites agreeing to serve as DBH host sites must meet the following rigorous standards:
1. Onsite management of integrated health care programs and/or services that entails the development, implementation, and evaluation of integrated *medical and behavioral* healthcare services. Eligible sites may include: hospitals, clinics, Patient-Centered Medical Homes (PCMH), Accountable Care Organizations (ACO), managed care organizations, health plans, or other related organizations.
2. Assignment of a designated Site Liaison (see Site Liaison section below for a description of duties) to serve as the primary point of contact between the DBH Internship Program and the internship site
3. Engagement with DBH student intern in ongoing interactions and constructive feedback at least twice per semester
4. Authorize student to collect and report, as part of their academic training, HIPAA-compliant and confidential practice-level information for purposes of program evaluations and business case presentations

Site Liaison
The site will designate a liaison for each student. The Site Liaison provides oversight of the student's orientation, practice and performance, and functions as a primary point of contact between the site and the DBH program faculty. The internship Site Liaison must be in a management position in the internship site. Examples include: supervisors, managers, or medical directors. The internship Site Liaison will sign an agreement that specifies their role and responsibilities as an internship liaison for the DBH internship program.
The Site Liaison requirements, characteristics, and performance expectations include the following:
- A staff member who is involved in an administrative or clinical capacity within the agency, with sufficient authority to perform the required duties
- Facilitate orientation to company policies and procedures, HR, confidentiality and security, and related topics
- Introduce the student intern to the management team and other staff with whom he/she will be interacting

during the course of the internship
- Assist the student in obtaining the necessary resources to perform his or her role
- Assist in the development of a *Student Training Plan* to guide student's learning and activities at the site
- Assist with any conflicts that may arise
- Provide timely information to the DBH Internship Coordinator of any difficulties that may arise regarding student performance or the agency's ability to provide an educational opportunity
- Submit a student evaluation at the end of each semester

Management Preceptor
The student intern will identify a management staff representative with whom they will work closely during their work with the management team. The focus of the student intern's relationship with the preceptor is engagement in collaboration and team-based healthcare management. Since DBH student interns have previous, foundational training and experience related to healthcare management, *this is not a supervisory relationship*. This preceptor will provide a written evaluation of the student intern's performance at the end of the semester.

Professional Insurance Coverage
The Student Placement Agreement describes general liability coverage provided by ASU and the site. If your site requests a Certificate from ASU, the instructions are available at the following site:
https://cfo.asu.edu/ehs-insuranceservices-certificate

Internship Hours and Duration
We encourage each student to spend one full (16-week) semester in an internship placement in order to establish substantial relationships with management. Students are required to document 240 internship hours to obtain their DBH degree of which at least 120 hours of the student's time (about 8 hours per week) should be spent on-site and include direct contact with members of the management team (i.e. executives, directors, supervisors). Service hours at the internship site are to be documented by each student using the electronic *Weekly Activity Record* available in *MyDBH*.

Management Consultation
Each DBH student intern receives 90 minutes per week of group consultation by a doctoral-level DBH Management Consultant. The consultation consists of an internship course; which students attend through synchronous webinars/conference calls. Students are required to present management case studies for discussion and consultation. The format for these case presentations is specified in the *Business Case Study Presentation Guidelines and Template*.

Internship Student Activities
Student's time should include direct, face-to-face contact with the site management team. Students will identify an internship site liaison and are expected to interact with personnel in relevant roles in the internship setting such as research and quality improvement activities. Students are required to complete one Internship Project (see Internship Project Options below). Students will consult with internship site personnel and participate in relevant meetings and related activities. Students who are working in organizations with a clinical component will be expected to observe clinical rounds or meetings as part of their activities. Students will typically complete their culminating project proposal prior to beginning the internship. For most students the internship site will be used to collect data for analysis and reporting for their culminating project.

Practice Integration Profile (PIP, 2015) - Measuring Practice-level Integration**
A unique, web portal has been developed for the DBH Internship Program to an online tool for use with internship sites. The *Practice Integration Profile (PIP)* is an organizational, self-assessment survey that operationalizes the ideas and Defining Clauses in the Lexicon of Collaborative Care (AHRQ, 2013).

The lexicon defines integration as:
The care that results from a practice team of primary care and behavioral health clinicians, working together with patients and families, using a systematic approach to provide patient-centered care for a defined population. This care may address mental health and substance abuse conditions, health behaviors (including their contribution to chronic medical illnesses), life stressors and crises, stress-related physical symptoms, and ineffective patterns of healthcare utilization.

The PIP is a free tool for clinics to measure practice-level integration that incorporates items addressing each of the following six domains:

- Work flow - This domain focuses on protocols for identifying patients, tracking patients with known BH needs, coordinating care, referrals to specialty services, and documenting self-management goals.
- Clinical services - This domain documents the relative presence of BH clinicians in the practice and the variety of BH services that are available.
- Work space - This domain focuses on the physical location of BH clinicians in the primary care practice and the sharing of documentation in patients' charts.
- Integration methods - This domain evaluates the exchange of patient information between BH and medical clinicians in addition to their joint participation in educational activities and opportunities to interact with each other.
- Identification of need - This domain focuses on the screening routines implemented in the primary care practice, specifically the use of screening approaches to identify patients with unmet behavioral health or health behavior change needs.
- Patient engagement - This domain focuses on the engagement and retention of patients in behavioral health services in addition to training in patient engagement approaches for the entire primary care team.

- PIP Aggregate score - This is a composite score that aggregates the mean scores of all the domains described above.

Student interns will provide the internship site with the following link to directly access the online measure: https://redcap.uvm.edu/redcap/surveys/?s=FWXNYYW43D

It is recommended that the practice be rated both by the Medical Director and a Senior Behavioral Health Clinician. The PIP takes about 10 minutes to complete and has two purposes. First, it is meant to help practices to assess where they are with their integration efforts. Second, the PIP development team will use the results to improve the survey itself. All information will be analyzed and reported in a form that does not identify the respondent or the practice. Responding to all questions is extremely important.

In return for answering all questions in the survey, the respondent will receive a graph of the practice profile for each of the dimensions of this measure. There is no cost to the respondent or the practice for participation. You can choose whether or not to participate. The Practice Integration Profile is still under development and the PIP development team does not guarantee that the practice's performance on the survey corresponds to evidence-based practice or improved patient outcomes.

**Macchi, C. R., Kessler, R., Auxier, A., Hitt, J., Mullin, D., van Eeghen, C., & Littenberg, B. (2016). Describing and measuring levels of integrated behavioral healthcare: Improving quality, improving research. *Families, Systems & Health, 34*(4), 334-341.

**Kessler, R., Auxier, A., Hitt, J., Macchi, C. R., Mullin, D., van Eeghen, C., & Littenberg, B. (2016). Development and validation of a measure of primary care behavioral health integration. *Families, Systems & Health, 34*(4), 342-356.

Business Case Studies
Case Study Topic List
- Clinical Management (e.g., medical and behavioral care paths and evidence based protocols and procedures)
- Financial Management (e.g., cost offset, fiscal support for integrated services)
- Quality/Performance Management (e.g., process improvement team measurements, systems, use of universal data measures)
- Strategic Planning (e.g., long term approach for the development, implementation, evaluation, and modification planning of specific integrative healthcare programs)
- Healthcare Information Management (e.g., process and procedures associated with data measurement systems and electronic health records with inclusion of applied benefit analysis)

- Leadership in Healthcare Management (e.g., identify a unique leadership concern related to communication, policies, procedures, or personnel)

See Business Case Study Guidelines for additional information.

Presentations

The business case study presentation is a model for presenting a topic or issue relevant to healthcare management. The case study presentation is a common tool for evaluating business issues, developing strategies and techniques of completing business goals. Students will use the Business Case Study Presentation template for their presentations. A minimum of 4 case presentations is required during the semester (following the case study topic list). See *Business Case Study Guidelines* for additional information.

Internship Project

The Management Project is an extended written summary and critical evaluation of one of the cases previously presented in the course that covers one of the seven key integrated care management topics. The first part of the project is an outline, followed by the Executive Summary. In addition, each student completes a PowerPoint presentation based on the written report and presents it during a class session. Each report will include an interview with a company representative of the topic area, evaluation of current management processes and outputs for the topic, and evaluation of the program outcomes. Students may propose additional topics based on specific areas of professional development. See *Business Case Study Guidelines* for additional information.

Internship Management Consultant and Site Contacts Performance Evaluation Ratings

The internship evaluation forms are designed to evaluate core competencies based on the program curriculum. The evaluation form is completed mid-semester and at the end of each 15-week internship course by the instructor, Site Liaison, and Management Preceptor. The results of the evaluation are reviewed with the student by the course Management Consultant prior to the end of the session and incorporated into the *Student Training Plan*. The internship performance evaluation forms are to be signed by both the student and the Site Liaison or Management Preceptor then submitted weekly via *MyDBH*.

Performance Metrics

Student interns are required to achieve the following performance metrics:
- On-site activities
  - On-site activity should be at least 50% of the total internship hours
  - Percentage of individual, in-person meetings with management staff should be at least 10% of the total internship hours
  - Percentage of group, in-person meetings with management team should be at least 10% of the total internship hours
- Percentage of on-site and off-site time conducting data analyses and reporting should be at least 25% of the total internship hours

Weekly Course Schedules

A sample course schedule listed in the grid below. In addition to the activities and assignments listed in this syllabus Course Schedule, each Management Consultant will assign Community Forum and Group Learning Activities that require student participation and posting. These assignments will be incorporated into the *Canvas* schedule and course announcements.

Semester Schedule

For the requirements of specific assignments, please see the items in *Canvas*

Week	Topics/Lessons	Webinar Activities	Assignments Due
1		WEEKLY CONSULTATION WEBINAR (10-15 MINUTES) TO TEST *ZOOM* VIDEOCONFERENCING SOFTWARE	*Weekly Activity Record* Review *Workplace Outcome Suite (WOS)* website
2	Orientation: Review of syllabus and requirements Case Presentations Outcome Measures *My Own Health Report (MOHR) Workplace Outcome Suite (WOS)*	WEEKLY CONSULTATION WEBINAR Individual student introductions of their internship site Management Consultant review of course syllabus Review of Student Training Plan Discuss how to login and use *PIP*	*Weekly Activity Record* Submit *Student Training Plan* Login to *MOHR*, complete *Health Risk Assessment (HRA)* Complete online *Practice Integration Profile (PIP)*

Week	Topics/Lessons	Webinar Activities	Assignments Due
	Practice Integration Profile (PIP) CP Proposal	Review of Management Case Study Guidelines Review of case study presentation requirements Review of Management Project requirements Review of performance metrics for satisfactory completion of metrics Review student plans for developing Culminating Project (CP) proposal/completing data collection during internship	
3	Management Cases *My Own Health Report (MOHR)* *Practice Integration Profile (PIP)*	WEEKLY CONSULTATION WEBINAR Discussion of typical outcome measures, *MOHR*, and *WOS in context of both patient change and accountability in health care reform* Discuss results of *PIP* reports Discuss ICCE resources and professional networking Student Management Case Studies	*Weekly Activity Record* Review completion of *MOHR* assessment Complete and score *WOS* Register for access to ICCE Online Community Submit *PIP Practice-level Integration Analysis*
4	Management Cases	WEEKLY CONSULTATION WEBINAR Business Case Studies	*Weekly Activity Record* Review and discuss Workplace Outcome Suite (WOS) exercise *Business Case Study Presentation - Group 1*
5	Management Cases	WEEKLY CONSULTATION WEBINAR Business Case Studies Discuss topic for Business Case Study Report	*Weekly Activity Record* *Business Case Study Presentation - Group 2*
6		WEEKLY CONSULTATION WEBINAR Business Case Studies Decide on Topic for Management Project Review Management Project Outline assignment Review online information sources for patients (e.g., WebMD, Mayo Clinic)	*Weekly Activity Record* *Business Case Study Presentation - Group 1*
7	Management Project CP Proposal	WEEKLY CONSULTATION WEBINAR Business Case Studies Discuss student plans to conduct management project during internship course Discuss ways to use internship experience to inform CP proposal development	*Weekly Activity Record* *Business Case Study Presentation - Group 2* Upload *Management Project Outline* **Management Consultant contacts of Site Liaisons**
8	**Mid-semester Management Consultant-Student meetings**	WEEKLY CONSULTATION WEBINAR Business Case Studies	*Weekly Activity Record* **Complete mid-semester Consultant - Student Intern review** **Upload Mid - semester reviews - Student and Site Contact Reports** *Business Case Study Presentation - Group 1*
	SEMESTER BREAK		*Weekly Activity Record*
9		WEEKLY CONSULTATION WEBINAR Business Case Studies	*Weekly Activity Record* *Business Case Study Presentation - Group 2*
10	Planning for end-of-semester evaluation forms	WEEKLY CONSULTATION WEBINAR Business Case Studies Review of all required end-of-semester evaluation forms	*Weekly Activity Record* **Students prepare packet of evaluation forms for their internship site and deliver to Site Liaison and Management Staff** *Business Case Study Presentation - Group 1*
11	End-of-semester evaluations	WEEKLY CONSULTATION WEBINAR Business Case Studies Management Project Presentations	*Weekly Activity Record* *Business Case Study Presentation - Group 2*

Week	Topics/Lessons	Webinar Activities	Assignments Due
		Discuss end-of-semester evaluation process Review tips on getting internship site buy-in to complete forms Review process for completing end-of-semester evaluation forms	Upload *Management Project Final Paper* **Distribute Internship Evaluations to Site Liaison and Management Staff**
12	Internship Project	WEEKLY CONSULTATION WEBINAR Business Case Studies Management Project Presentations Review types of projects and the student intern experiences of developing and conducting projects	*Weekly Activity Record* *Management Project Presentations*
13	End-of-semester evaluations	WEEKLY CONSULTATION WEBINAR Management Project Presentations Business Case Studies	*Weekly Activity Record* *Management Project Presentations* **Student submission of all internship evaluation forms**
14	**End-of-semester Management Consultant-student meetings** CP Proposal	WEEKLY CONSULTATION WEBINAR Discuss CP Proposal	*Weekly Activity Record* Upload *Management Project Presentation*
15	**End-of-semester Management Consultant-student meetings**	WEEKLY CONSULTATION WEBINAR	*Weekly Activity Record* **Upload *Consultant Evaluation of Student Intern*** *End-of-Semester Activity Record*

Communicating with the Instructor

This course uses a policy for student to faculty communications. When questions arise during the course of this class, please remember to check the sources below for an answer *BEFORE* emailing your instructor:

1. Course Syllabus
2. Announcements in Canvas accessed via the left side navigation
3. The Community Forum discussion board
4. Course schedule for any due dates

Check for Announcements, Community Forum, and your ASU email daily. If you cannot find an answer to your question, please first post your question to the Community Forum. The forum will display your questions and the faculty answers for the benefit of all students. In addition to communicating with your instructor, the Community Forum area allows you to interact with other students who may be able to help you with your question(s).

This policy will help you to potentially identify answers before the instructor can get back to you and it also keeps your instructor from answering similar questions or concerns multiple times. ***Please note that faculty will respond to your e-mails or questions within 48 hours on business days.***

Online Course

This is an online course and there will not be any in-person face-to-face class sessions. All assignments and course interaction swill utilize internet technologies.

Computer Requirements

This course requires that you have access to a computer that can access the internet. You will need to have access to, and be able to use the following hardware and software packages:

1. Web browsers: Firefox (best option), Chrome, Safari
2. Adobe Acrobat Reader (free)
3. Adobe Flash Player (free)
4. Zoom (free)
5. Webcam
6. Microphone
7. Speakers
8. Direct connection to internet (Ethernet)
9. Microsoft Office (Word, Excel, PowerPoint, etc.)
10. Scanner

You are responsible for having a reliable computer and internet connection throughout the course. Computer difficulties and limited internet access are not acceptable excuses for delay or inability to turn in assignments

(Computer Specifications Policy).
Please find more specifics at the following URL: https://mydbh.health.asu.edu/StudentOrientation/TechSupport

Technology Troubleshooting
Steps to take if you experience a technical difficulty.
1. **Shut down and restart your computer**
   This is an easy to do step and often has great results. Some technologies can "disturb" your computer's memory system and shutting down and starting again will clear up these kind of issues.
2. **Try a different browser.**
   Firefox is usually the best option for all the technologies used in the program. However, if it is not working, try different browsers.
3. **Clear your browser cache.**
   To find out how, google "clear cache" followed by the name of your browser for a list of web sites with step-by-step instructions.
4. **Disable your browser's pop-up blocker.**
   To find out how, google "disable pop-up blocker" followed by the name of your browser. You'll get a list of sites with step-by-step instructions specific to your browser.
5. If the issue is in Canvas, sign out using the "log out" button in the upper right corner and then sign back in. (Do not just close the browser window.)
6. If, after trying all of the above, you still experience technical issues, **gather the information listed below**. The person who is helping you troubleshoot will be able to help you more successfully and quickly when you provide as much of the information below as possible.
   a) name of the technology you were using
   b) URL of the page you were accessing
   c) screenshot of an error message (if you received one)
   d) screenshot of browser and/or technology you were issue showing the issue
   e) names of the browsers (and their version numbers) that you tried
   f) type of computer you are using and OS you are using. For example: PC/Windows 7; Mac/OS X.
   g) date and time the issue occurred
   h) a written description of what occurred with as much detail as possible

For help with Canvas and Zoom issues, contact the ASU Help Desk 24/7 via chat, email and phone. Each course shell has a "Technical Support" section where you can find the ASU Help Desk contact information.

For help with other technologies, each course shell has a "Troubleshooting Steps" area that provides contact information for the different technologies the program uses.

Email and Internet
ASU e-mail is the official means of communication among ASU's students, faculty, and staff. **Students are required to check their ASU email daily.** Students bear the responsibility of missed messages.
All instructor correspondence will be sent to your ASU e-mail account. Forwarded emails to and from your ASU to a personal account is not recommended as often times course related emails are "lost" in cyberspace. ASU faculty will not respond to any e-mail address other than ASU account addressed e-mails. As noted above, students bear the responsibility of missed messages.

Campus Network or Canvas Outage
When access to Canvas is not available for an extended period (greater that one entire evening), you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm AZ time).
When a student is unable to turn in an assignment on time due to technical difficulties, a screenshot of the website with the error message must be submitted to the instructor with the request for possible credit for the late submission.
To monitor the status of campus networks and services, please visit the System Health Portal.
http://syshealth.asu.edu/
Course Procedures
This is an online course; each week you are asked to:
1. Read course announcements at the course website daily.

2. Read all course e-mail messages daily. Promptly respond to emails from faculty and group members.
3. Complete any pre-class preparation assignments and readings.

How to Succeed in this Course
1 Check your ASU e-mail daily.
2 Log in to the course website daily.
3 Communicate with your instructor and classmates as needed.
4 Create a study and/or assignment schedule to stay on track.

Attendance/Participation
Preparation for class means reading the assigned content and reviewing all information required for that week. Students hold the responsibility for completing all class content. Class *participation* means knowledge of assignments and pertinent class contributions through course assignments and providing substantive postings on the discussion forums. If students do not participate in online class activities, they will not earn the full amount of points.
Attendance refers to students participating in the weekly webinar when possible. If unable to attend in person, students are responsible for viewing the recorded webinar prior to the next week. Students will be held accountable for the content of the webinars.

Studying and Preparation Time
This course requires that you spend time preparing and competing assignments. A three-credit course requires approximately 135 hours of student work (based on Arizona Board of Regents requirements). Expect to spend approximately 18 hours a week preparing for and actively participating in the courses with the 7.5-week format. For courses with the 15-week format, expect to spend approximately 9 hours per week performing these course related activities.

Late or Missed Assignments
Please notify your instructor, and obtain approval, **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be turned in on time. Extensions will be granted at the discretion of the instructor. Published assignment due dates (based on the Arizona time zone) are firm. For all written assignments, late submission will result in a reduction of 10% of the grade for each day late. If you need an accommodation for religious practices or will miss an assignment due to University-sanctioned activities, please follow the appropriate University policies.

Rewrites
In some courses, instructors will allow students to submit papers early for feedback. This policy is at the discretion of the instructor. Papers/assignments must be received at least five days prior to the due date in order for the instructor to review them and give feedback. No opportunities for rewriting assignments is allowed following the posted due date.

Submitting Assignments
All assignments, unless otherwise announced by the instructor, MUST be submitted via Canvas. Each assignment will have a designated place to submit the assignment. ***Do not submit an assignment via e-mail.*** Submitting an assignment in the wrong location will result in a "0" on the assignment.

Drop and Add Dates/Withdrawals
There is limited opportunity to either drop or add courses. Please check with ASU's Academic Calendar regarding add/drop/withdrawal dates as these dates are firm. Follow this link for ***add/drop*** policy: http://www.asu.edu/aad/manuals/ssm/ssm201-03.html
If you need to drop the course after the drop/add date, you may receive a W. If you have extraordinary medical or personal difficulties that make it impossible to continue the class or complete assignments, you may request a medical/compassionate withdrawal.

Grade Appeals/Grievance Procedure
The University has a policy for Student Appeal Procedures on grades. If you have a grievance that you believe has not been satisfactorily addressed by discussing the situation with the instructor, you may contact your advisor to

seek a resolution.

Student Conduct Statement
ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments and interactions. Students are required to adhere to the behavior standards listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, ASU Student Academic Integrity Policy, and as outlined by the Office of Student Rights and Responsibilities. https://eoss.asu.edu/dos/srr

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior policy.

Appropriate online behavior is defined by the instructor and includes keeping course discussion messages focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of option. Inappropriate discussion board messages may be deleted by the instructor. Students may be notified privately that their posting was inappropriate. If necessary, a student may be withdrawn for disruptive behavior with a mark of *W* or *E*.

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or student organization may have violated the Student Code of Conduct.

Academic Integrity
ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. Students are expected to adhere to the ASU Academic Integrity policy. Anyone in violation of this policy is subject to sanctions. Please refer to departmental and university policies regarding these matters and other courses of action that may be taken.

ASU uses a plagiarism checker in Canvas. Department policy is that scores must be no greater than 25% for all assignments, with the exception of the Culminating Project. For the Culminating Project, the score must be no greater than 75%.

Prohibition of Commercial Note Taking Services
In accordance with ACD 304-06 Commercial Note Taking Services, the copyright protection of spoken words rests in common law. Copyright regarding notes or other written or recorded works is statutory. http://usenate.asu.edu/motion18/0910

End of Course and Faculty Evaluations
All students are expected to complete the End of Course Evaluation. Student feedback provides valuable information to the instructor and the college and will be used to improve student learning. Students will be notified when the online evaluation forms are available.

Syllabus Disclaimer
The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibilities exists that unforeseen events will make syllabus change necessary. Please remember to check your ASU email and the course site daily.

Accessibility Statement
In compliance with the Rehabilitation Act of 1973, section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations

and providing qualifying documentation to the Disability Resource Center (DRC). https://eoss.asu.edu/drc. The DRC will make every effort to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should contact the Disability Resource Center (DRC) for their campus.

Title IX

Title IX is a federal law that 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 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. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at http://sexualviolenceprevention.asu.edu/faqs/students.

Downtown Phoenix Campus and ASU Online
http://campus.asu.edu/downtown/DRC
University Center Building, Suite 160
602-496-4321 (Voice)
602-496-0378 (TTY)