



**CED 684: INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING
COURSE SYLLABUS – FALL 2020**

**CAMPUS | M | 4:30 – 7:15 PM | EDB 430
ASU SYNC**

Course and Faculty Information

Course Description:

Structured practical experience following a contract or plan, supervised by faculty and practitioners.

Additional Information:

Students are required to complete a two-semester, 600-hour clinical mental health counseling internship to attain the core clinical competencies set forth by the Program. Students must register for CED 684 units for each semester in which they participate in formal clinical internship training. Registration in CED 684 Internship units includes participation in this internship seminar course, which provides opportunities for discussion and integration of external internship experiences with content in other elements of the Program. In addition, this internship course is designed to fulfill group supervision requirements set forth by the Program. Additional information regarding the requirements of Clinical Internship and this internship seminar course may be found in the Master of Counseling Program Handbook and the Master of Counseling Internship Program Handbook.

Credits: 3

Prerequisites: Counseling Graduate student has completed CED 680 Practicum and has been approved by faculty to enroll in CED 684 Internship.

Instructor:

Meredith Van Tine, Psy.D., J.D.
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Doctoral Teaching Assistants:

Amber Schaefer
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Sean Spille
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Office Hours: By appointment, M 2:30 - 4:30 PM (videoconference).

College Contact: This course is offered by the [College of Integrative Sciences and Arts](https://cisa.asu.edu) (CISA). For more information about the college, visit our website: <https://cisa.asu.edu>. If you have questions about this course, please speak with your instructor. If your instructor is unable to address your questions, please send your inquiry to cisa@asu.edu.

Course Outline

Tentative Weekly Agenda

4:30 PM	Full Section Meeting (Zoom via MyASU): <i>Workshops & didactics, site updates and questions, hour logs, self-care</i>
	Break / Open office hours with Dr. Van Tine (Zoom via MyASU) <i>Site-specific questions and consultation</i>
5:10 PM (or later)	Breakout Supervision Groups (pre-scheduled private Zoom meeting rooms): <i>Group supervision, case conceptualization presentations, professional development</i>

CED 684 Course Schedule – Fall 2020

Week	Activities / Topic(s)	Assignments
Week 1 8/24/20 <u>Hours:</u> <i>By the end of this week, aim for:</i> <i>8 Direct</i> <i>20 Total</i> <i>1 Site Sup.</i>	<i>Access Zoom via MyASU, 4:30 PM</i> <u>Full Section Meeting</u> Introductions, expectations, goals for internship semester.	<u>Due Sunday, 8/30/20 before 11 pm:</u> 1. Complete Initial Student Info Survey / Initial Self-Assessment Assignment (Access link via Canvas). 2. Email proof of liability insurance to Leah Capps: Leah.Capps@asu.edu . 3. Complete site info spreadsheet (Canvas). 4. Email copy of syllabus, clinical evaluation form, and telehealth/backup supervision plan form to site supervisor (cc instructor, meredith.vantine@asu.edu). 5. Complete Site Agreement Form with site supervisor and upload to Canvas.
Week 2 8/31/20 <i>16 Direct</i> <i>40 Total</i> <i>2 Site Sup.</i>	<i>Access Zoom via MyASU, 4:30 PM</i> <u>Full Section Meeting</u> The role of theoretical orientation in case conceptualization. <u>Initial Breakout Supervision Groups:</u> Introductions, expectations and informed consent, case conceptualization sign up.	<u>Due Sunday, 9/6/20 before 11 pm:</u> 1. Complete APA telehealth training, upload certificates to Canvas. 2. Complete “Telehealth and Backup Supervision Plan” form with supervisor, upload to Canvas.
Week 3 9/7/20	No Class – Labor Day Observed	Enjoy the weekend!

Week	Activities / Topic(s)	Assignments
24 Direct 60 Total 3 Site Sup.		
Week 4 9/14/20 32 Direct 80 Total 4 Site Sup.	Access pre-scheduled Zoom group via facilitator invite, 4:30 PM <u>Breakout Supervision Groups:</u> Supervision, case conceptualization.	
Week 5 9/21/20 40 Direct 100 Total 5 Site Sup.	Access Zoom via MyASU, 4:30 PM <u>Full Section Meeting:</u> Telehealth Basics – legal, ethical, and clinical considerations. <u>Breakout Supervision Groups:</u> Supervision, case conceptualization.	<u>Due 9/27/20 before 11 pm:</u> 1. Complete Week 5 Progress Survey (Canvas).
Week 6 9/28/20 48 Direct 120 Total 6 Site Sup.	Access pre-scheduled Zoom group facilitator invite, 4:30 PM <u>Breakout Supervision Groups:</u> Supervision, case conceptualization.	Early this week, provide a blank copy of the midpoint clinical evaluation to your site supervisor. Schedule a time to review this evaluation with your supervisor prior to the submission due date (10/11/20).
Week 7 10/5/20 56 Direct 140 Total 7 Site Sup.	Access Zoom via MyASU, 4:30 PM <u>Full Section Meeting:</u> Class Activity and Discussion: Strategies to Find your Theoretical Orientation <u>Breakout Supervision Groups:</u> Supervision, case conceptualization.	<u>Due 10/11/20 before 11 pm:</u> 1. Complete Midpoint Clinical Evaluation with supervisor. Sign and upload to Canvas. 2. Submit Week 7 Progress Survey/Midpoint Self-Assessment Assignment (Canvas). You will need to refer to your completed midpoint evaluation to submit this assignment. 3. Submit midpoint hour log (upload to Canvas).
Week 8 10/12/20 64 Direct 160 Total 8 Site Sup.	Access pre-scheduled Zoom group facilitator invite, 4:30 PM <u>Breakout Supervision Groups:</u> Supervision, case conceptualization.	<u>Due 10/18/20 before 11 pm:</u> 1. Visit AZBBHE Website, review AZ rules/statutes, licensure requirements and application forms, supervision requirements.

Week	Activities / Topic(s)	Assignments
Week 9 10/19/20 72 Direct 160 Total 8 Site Sup.	<i>Access Zoom via MyASU, 4:30 PM</i> <u>Full Section Meeting:</u> AZ Licensure Requirements. (tentative, date TBD) <u>Breakout Supervision Groups:</u> Supervision, case conceptualization.	
Week 10 10/26/20 80 Direct 200 Total 10 Site Sup.	<i>Access pre-scheduled Zoom group facilitator invite, 4:30 PM</i> <u>Breakout Supervision Groups:</u> Supervision, case conceptualization.	
Week 11 11/2/20 88 Direct 220 Total 11 Site Sup.	<i>Access Zoom via MyASU, 4:30 PM</i> <u>Full Section Meeting:</u> Clinical Risk Assessment: Integrating theory, research, and practice. <u>Breakout Supervision Groups:</u> Supervision, case conceptualization.	<u>Due 11/8/20 before 11 pm:</u> 1. Submit Week 11 Progress Survey (Canvas).
Week 12 11/9/20 96 Direct 240 Total 12 Site Sup.	<i>Access pre-scheduled Zoom group facilitator invite, 4:30 PM</i> <u>Breakout Supervision Groups:</u> Supervision, case conceptualization.	
Week 13 11/16/20 104 Direct 260 Total 13 Site Sup.	<i>Access pre-scheduled Zoom group supervision meeting room via facilitator invite, 4:30 PM</i> <u>Breakout Supervision Groups:</u> Supervision, case conceptualization.	
Week 14 11/23/20 112 Direct 280 Total 14 Site Sup.	<i>Access Zoom via MyASU, 4:30 PM</i> <u>Full Section Meeting:</u> Admin, check in, site specific questions. Review final portfolio procedures.	<u>Due 11/29/20 before 11 pm:</u> 1. Submit Week 14 Progress Survey / Incomplete Request Survey (Canvas) 2. Review requirements for final portfolio submission. Read the final portfolio cover

Week	Activities / Topic(s)	Assignments
	<u>Final Breakout Supervision Groups:</u> Wrap up and review of professional development.	sheet.
Week 15 11/30/20 <i>120+ Direct</i> <i>300+ Total</i> <i>15 Site Sup.</i>	FINAL CLASS MEETING. <i>Access Zoom via MyASU, 4:30 PM</i> <u>Full Section Meeting</u>	<u>Due Sunday, 12/6/20 at 11 pm:</u> 1. Submit Final Self-Assessment Assignment (Canvas). 2. Begin filling out final portfolio forms with site supervisor this week.
Exam Week 12/7/20 – 12/11/20	EXAM WEEK – NO CLASS.	<u>Due FRIDAY, 12/11/20 at 11 pm:</u> 1. Upload final paperwork portfolio to Canvas (<i>Internship Coordinator signature not necessary</i>). 2. If you have been granted permission to take an Incomplete, you must submit the “Incomplete Request Form” as a placeholder for your final packet. The form must be signed by your supervisor. <u>Final packet to include:</u> 1. Cover Sheet 2. Signed/initialed logs from each week of internship (one running document is sufficient) 3. Final evaluation (signed by student and site supervisor) 4. Evaluation of site and your site supervisor (completed by you about your site and supervisor) 5. Total Clinical Hours for Licensure Form 6. Supervisor/Employer Survey <i>All documents must contain either handwritten signature or valid e-signature (including an electronic date stamp). Keyboard-typed names will not be accepted as signatures.</i>

Assignment Details

1. Submit Initial Documentation (see course outline above for specific due dates):

- a. **“ACA Student Policy Evidence of Insurance” Certificate** (.pdf format) demonstrating professional liability coverage throughout the internship semester (email to Leah.Capps@asu.edu).
 - b. **Updated Site Application/Agreement Letter** (new agreement is required for each semester of internship; submit form signed by student and site-supervisor via Canvas).
 - c. **APA Telehealth Training:** In addition to any site-specific telehealth training requirements, students will complete the following APA Telehealth training (<https://apa.content.online/catalog/product.xhtml?eid=15132&eid=1921>) and upload certificates of completion to Canvas.
 - d. **Site-specific Telehealth Supervision Plan & Backup Supervision Plan:** Template available on Canvas. Use the available template to create and submit a written plan documenting site-specific procedures allowing for immediate consultation with your site-supervisor regarding client issues. Describe the methods that you will use to contact your supervisor, as well as the specific types of circumstances that require immediate consultation. Identify licensed individual who will serve as backup supervisor (whether you are performing remote or in-person work).
2. **Submit Progress Surveys:**
Students will complete six brief surveys containing information pertinent to course requirements (links available via Canvas).
 3. **Complete Initial Self-Assessment Assignment:**
Students will read the “Midpoint/Final Clinical Evaluation Form” and submit a brief initial self-assessment of current clinical strengths and areas for improvement (link available via Canvas). **Due 8/30/20 by 11 pm.**
 4. **Signed Hour Log Submissions (Midpoint and Final):**
Students must maintain weekly hour logs. These logs must be signed by the site supervisor on a weekly basis and uploaded to Canvas in .pdf format at two intervals throughout the semester. The first submission will occur at the semester midpoint (**due 10/11/20 by 11 pm, .pdf format via Canvas**). The second/final submission will be included in the final paperwork portfolio (see below). The final submission must reflect at least 120 direct service semester hours and at least 300 cumulative semester hours.
 5. **Midterm Evaluation from Site Supervisor:**
Students will sign and upload to Canvas a copy of the midterm evaluation completed by the site supervisor. See Course Requirements (above) for full information regarding this assignment. Students will also complete a midpoint self-assessment assignment (via **Week 7 Survey link**, Canvas) describing clinical strengths and areas for continued growth during second half of the semester. **Due 10/11/20 by 11 pm (.pdf format via Canvas).**
 6. **Case Conceptualization Paper and Presentations:**
Throughout the semester, students will present 1-2 cases in the breakout case conceptualization groups. Verbal presentations should be concise (i.e., no more than 15 minutes long, as monitored by group supervisors). In addition to the case conceptualization, presentations should include a brief synopsis of a research article relevant to the clinical case that is being presented. Presentations should conclude with specific questions for group discussion and consultation. Note that this discussion component is critical to the presentation. Be prepared to pose questions to your peers, especially with regard to any “stuck points” in treatment as they relate to the selected topic and reading.

In addition to the verbal presentation, students will prepare a two-page (single space, typed) written conceptualization of the client to be uploaded to Canvas. This written conceptualization will not be shared with the group. The grading rubric for this assignment is available on Canvas. Your written conceptualization must include all criteria outlined on the rubric, whereas your verbal presentation should be more concise. Additional information is provided on the case conceptualization assignment handout, available on Canvas. **Due date for presentation TBD by sign up. Written conceptualization paper due by class start on the day of your presentation (submit paper via Canvas).**

7. Submit Final Paperwork Portfolio:

The final paperwork packet must be uploaded to Canvas by **Friday, 12/11/20 by 11 pm**. The portfolio must be accompanied by the cover sheet provided in Canvas. Valid e-signatures (including official date stamp) will be accepted. The following documents must be included:

- a. Cover page (available on Canvas)
- b. Signed logs from each week of internship (one running document is sufficient)
- c. Final evaluation (signed by student and site supervisor, with ratings of at least 3 or above in all domains)
- d. Evaluation of site and your site supervisor (completed by you about your site and supervisor)
- e. Total Clinical Hours for Licensure Form (does not need to be signed by Internship Coordinator)
- f. Supervisor/Employer Survey

Submitting Assignments

Retain copies of all submitted assignments. Keep your graded assignments until grades are finalized at the end of the semester, in the event you wish to contest any grades.

Remember the important legal requirements and ethical standards applicable to documentation in the mental health professions. In the professional mental health counseling context, it is of utmost importance to submit timely, accurate documentation and to maintain appropriate records. You are expected to apply these same professional standards to all work in this class.

All assignments, unless otherwise announced by the instructor, should be submitted in .pdf format to the designated area of Canvas. Do not submit an assignment via email.

Assignment due dates follow Arizona Standard time. Click the following link to access the [Time Converter](#) to ensure you account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

Course Learning Outcomes

Through weekly readings, case-presentations, and written assignments related to concurrent participation in external internship site activities, students will demonstrate knowledge and application of the following key competencies upon completion of this course:

1. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (formally assessed through case conceptualization paper and site supervisor evaluations).
2. Multicultural counseling competencies (formally assessed through case conceptualization paper and site supervisor evaluations).

3. Theories and etiology of addictions and addictive behaviors (Formally assessed through site supervisor evaluations); effects of crises, disasters, and trauma on diverse individuals across the lifespan (Formally assessed through site supervisor evaluations).
4. Ethical and culturally relevant strategies for establishing and maintaining therapeutic relationships (Formally assessed through case conceptualization paper).
5. Essential interviewing, counseling, and case conceptualization skills (Formally assessed through case conceptualization paper and site supervisor evaluations).
6. Developmentally relevant counseling treatment or intervention plans (Formally assessed through case conceptualization paper).
7. Strategies to promote client understanding of and access to a variety of community-based resources (Formally assessed through case conceptualization paper and site supervisor evaluations).
8. Ethical and culturally relevant strategies for designing and facilitating groups (Formally assessed through site supervisor evaluations).
9. Use of assessment results to diagnose developmental, behavioral, and mental disorders (Formally assessed through site supervisor evaluations).
10. Professional values and dispositions consistent with the American Counseling Association (Formally assessed through site supervisor evaluations).
11. Theories and models related to Clinical Mental Health Counseling and Counseling (Formally assessed through the case conceptualization paper and site supervisor evaluations).
12. Diagnostic process including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the international Classification of Diseases (ICD) (Formally assessed through the case conceptualization paper and site supervisor evaluations).
13. Techniques and interventions for prevention and treatment of a broad range of mental health issues (Formally assessed through case conceptualization paper and site supervisor evaluations).

ASU Sync

This course is scheduled as an in-person (face-to-face) course. You may choose to attend some class sessions in-person and be remote for other sessions to ensure that we keep the room occupancy below 50%. To meet safety-related room occupancy restrictions, the class may be split into rotating groups, and you may be assigned to rotate between in-person and ASU Sync (Zoom) attendance. If you choose to attend the class remotely, you will attend through ASU Sync, a technology-enhanced approach designed to meet the dynamic needs of the class. During Sync classes, students learn remotely through live class didactics, discussions, and breakout groups. Additional information for students regarding ASU Sync is available here: <https://provost.asu.edu/sync/students>.

To access live sessions of this class, [log into your ASU Zoom account](#), go to MyASU, and click the Attend via Sync button next to this class on your schedule.

If you cannot physically be on campus due to travel restrictions or personal health concerns, you will be able to attend your classes via ASU Sync during the fall semester. If you will not be on-campus for the fall semester, you are expected to contact your professors to make accommodations.

Face Coverings

All individuals are required to wear face covers while on campus, regardless of distance. Students will be required to wear face covers in the classroom. If you require accommodations due to a disability or health-related concern, please contact the Disability Resource Center. For more information about face coverings, please visit the [FAQ page](#).

Textbooks, Readings and Materials

No textbook is required for this course. Students may wish to consult the following recommended resource for additional information regarding theoretical orientation and case conceptualization: Halbur, D.A. & Halbur, K.V. (2019). *Developing your theoretical orientation in counseling and psychotherapy* (4th ed.). Boston, MA: Pearson. ISBN-10: 0134805720; ISBN-13: 9780134805726.

Course Access

ASU courses may be accessed through my.asu.edu and asu.instructure.com; bookmark both sites in case one is down.

Computer Access Requirements

ASU Sync classes can be live streamed anywhere with the proper technology. We encourage you to use a PC or Apple laptop or desktop equipped with a built-in or standalone webcam. You will need an internet connection that can effectively stream live broadcasts. It is recommended that your internet download speed is at least 5.0 mbps. You can use this [tool to test your current connection](#).

We do not recommend the use of iPads or Chromebooks for ASU Sync because these devices do not work for class exams that may be proctored remotely.

If you are not able to personally finance the equipment that you need to attend class via ASU Sync, ASU has a laptop and WiFi hotspot checkout program available through [ASU Library](#). Any currently enrolled ASU student is eligible to checkout a laptop or WiFi hotspot. The current availability of laptops can be found [here](#). Laptops are provided on a first-come, first-serve basis, and they cannot be reserved in advance. They can be returned at any time, but will be due at the conclusion of the fall 2020 semester.

- Rentals are limited to one laptop per student.
- Laptops are available for checkout at the following libraries on all four campuses: ([Please check online for current library hours](#))
 - Downtown Phoenix campus Library
 - Polytechnic campus Library
 - Tempe: Hayden and Noble Libraries
 - West campus: Fletcher Library
- Return laptops to any ASU Library Information Desk (not at the drop box or other location)
- [Refer to ASU Library Computer Use Policy and ASU Computer, Internet, and Electronic Communications Policy](#).
- Borrowers are responsible for loss, damage, and theft of the laptop while in their possession. Borrowers should verify the condition of the laptop at the time of check-out and upon check-in.

Additional Requirements

This course may require the following technologies:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free](#) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in an online environment. Although you will be able to access course content with mobile devices, you must use a computer for all assignments, surveys, quizzes, and virtual labs completed in Canvas.

Student Success

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages promptly
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access [ASU Online Student Resources](#) or [CISA Academic Resources](#)

Grading

This course uses a Pass/Fail grading system. The Y grade is considered “satisfactory” and equivalent to a C or better. Only students who earn a final grade of C or higher are eligible for the Y grade. If your final grade is below a C based on the grading requirements outlined by this course syllabus, then you are not eligible for the Y grade and the D or E grade will be posted. The Y grade will fulfill prerequisite requirements of a C or better, but the grade is not used for computing the GPA.

Your grade will be determined based on the following grading schema:

Letter	Percentage	Description
A+	100-97%	
A	<97-94%	
A-	<94-90%	
B+	<90-87%	
B	<87-84%	
B-	<84-80%	
C+	<80-77%	

C	<77-70%	
Y	100-70%	Satisfactory / Pass
D	<70-60%	Fail
E	<60%	Fail
EU	-	Failing for Incomplete Participation
EN	-	Failing for Not Participating
XE	-	Academic Dishonesty

Grading Procedure

This course uses a Pass/Fail grading system. Grades reflect your performance on assignments and strict adherence to deadlines. Final grades for the course are determined in consultation with your site supervisor, as site-supervisor ratings on student final clinical evaluations must reflect the program-expected level of competence (i.e., a score of 3 or higher in each domain).

Late or Missed Assignments

Notify the instructor before an assignment is due if an urgent situation arises and you are unable to submit the assignment on time.

Follow the appropriate University policies to request an [accommodation for religious practices](#), or to request accommodation for missed assignments [due to University-sanctioned activities](#) or [active military service](#).

Attendance Policy

This course is designed to fulfill clinical group supervision hours requirements set forth by the Program. As such, class attendance (either in-person or remotely, according to your stated preference and subsequent attendance assignment) is required in the course. Attendance is taken every class session. If you are unable to attend class for any reason, please contact the instructor as soon as possible. If you will be absent from breakout group, you should contact both the instructor and your group facilitator in advance of the missed session.

Communicating with your Instructor and Classmates

Classroom Community

In order to build a course climate that is comfortable for all, it is important that students (1) display respect for all members of the class – including the instructor and students; (2) pay attention to and participate in all interactive student partner/instructor sessions and activities; and (3) observe the rules of appropriate online behavior (also known as netiquette). This term is defined by the instructor and includes keeping course discussion posts and oral communication with other students (or the instructor) focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. It is especially important to communicate in a scholarly, respectful, professional, and polite manner. In addition, all students must avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude course members. These examples do not constitute an exhaustive list of behaviors. Your final grade may be reduced each time you engage in the types of negative behaviors indicated above.

Community Forum

This course may use a Canvas discussion topic called "Community Forum" for general questions and comments regarding the course. Prior to posting, you are responsible for checking the syllabus, announcements, and existing posts to ensure that your question is not redundant. You are encouraged to respond to the questions of your classmates. Email questions of a personal nature to your instructor. You can expect a response within 48-hours. If you have not received a response in that time frame, please send a follow up email to the instructor.

Email

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility for missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

Course Time Commitment

Coursework includes all learning activities including reading, watching videos, studying, and completing assignments. Arizona Board of Regents (ABOR) requires 45 hours of coursework per credit for college-level courses, which translates to:

- 1 credit hour = 45 total hours
- 2 credit hours = 90 total hours
- 3 credit hours = 135 total hours
- 4 credit hours = 180 total hours
- 5 credit hours = 225 total hours

ASU courses range in length from 6 weeks to 15 weeks. Below is a breakdown of the 135-hour required time commitment for a three-credit course divided among weeks for courses of various lengths.

Course Length	Time on Coursework per Week for a 3-credit course	Total Time Requirement for a 3-credit Course
6 weeks	22.5 hours	135 hours
7.5 weeks	18 hours	135 hours
8 weeks	17 hours	135 hours

15 weeks

9 hours

135 hours

Drop and Add Dates/Withdrawals

If you are unable to take this course for any reason, be aware that there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Withdrawing as a Financial Aid Recipient](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Incomplete Policy

If you have insufficient hours to meet program requirements by the end of this semester, you must request approval from the instructor and site supervisor to continue at your site. Please first speak with the instructor regarding your situation and request permission to apply for an incomplete. An incomplete due to insufficient hours will only be granted if you are otherwise meeting program competencies and doing acceptable work at your external site. After receiving approval, you will work with the instructor to submit a formal “Letter of Agreement” documenting your proposed completion date and your plan to obtain the required semester hours. The Agreement will be signed by the student, the instructor, and the site supervisor.

Grade Appeals

Students must first speak with the instructor of the class to discuss any disputed grades. If, after review, a resolution is not achieved students may proceed with the appeal process. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless whether the student is enrolled at the university. Complete details are available in the [CISA Grade Appeals policy](#).

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Students are encouraged to report harassment to instructors and the Dean of Students Office.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see provost.asu.edu/academicintegrity.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, college, and/or dean. Academic dishonesty includes, but is not limited to, cheating on an academic evaluation or assignment, plagiarizing, academic deceit (such as forging signatures, backdating documents, or fabricating data or information), or falsifying academic records. Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject

to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

If you have any questions about your work and the academic integrity policy, please discuss your assignment or concerns with your instructor, teaching assistant, or your college Academic Integrity Officer in advance of submitting an assignment. Student resources on Sun Devil Integrity and strategies for completing your work with integrity and avoiding plagiarism are available here: [ASU Student Resources for Academic Integrity](#) or provost.asu.edu/academicintegrity for more information.

Student Conduct

ASU and the College of Integrative Sciences and Arts expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), [ASU Student Academic Integrity Policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions. [Students are entitled to receive instruction free from interference](#) by other members of the class. 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](#). The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Title IX

Title IX is a federal law that protects individuals from discrimination, denial of benefits, or exclusion from any educational program or activity on the basis of sex. Both Title IX and university policy clearly prohibit sexual violence and harassment on the basis sex. An individual who has been subjected to sexual violence or harassed on the basis of sex may seek support, including counseling and academic support, from the university. If you or someone you know has been sexually assaulted or harassed on the basis of sex, you can find information and resources at: <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

Student Accessibility and Inclusive Learning Services (SAILS)

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to the instructor at the beginning of the semester, either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from Student Accessibility and Inclusive Learning Services is required. Disability information is confidential.

Student Accessibility and Inclusive Learning Services (eoss.asu.edu/drc)

Email: DRC@asu.edu

DRC Phone: 480-965-1234

DRC FAX: 480-965-0441

Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access, and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality, and intellectual perspective.

Mental Health

As a student, like anyone else, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site: eoss.asu.edu/counseling. After office hours, ASU's dedicated 24/7 crisis line is available for consultation by calling 480-921-1006.

Establishing a Safe Environment and Policy Against Threatening Behavior

Learning takes place best when a safe environment is established in the classroom. In accordance with [SSM 104-02](#) of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on our ability to create a safe environment in which all participants feel comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions in a manner that effectively contributes to intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, and at the same time, we require respect for others' viewpoints (whether you agree with them or not).

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the [Office of the Dean of Students](#). If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Prohibition of Commercial Notetaking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available. The results are always anonymous and cannot be reviewed by the instructor/department until final grades have been posted.

Informed Consent

Students should anticipate that course content may, at times, prove difficult, uncomfortable, or challenging to experience and process. Please note that some course content may be deemed offensive by some students, although it is not the instructor's intention to offend anyone. In addition, some materials that are linked with online might be considered offensive, troubling, or difficult to review with regard to language or graphics. The instructor will attempt to provide warnings when introducing such material; yet if the instructor forgets to do so, or if something else (e.g., in the materials or posts from fellow students) seems offensive, please contact the instructor or the faculty head, Dr. Lisa Spanierman, at lspanier@asu.edu.

Academic Affairs Manual

For a complete guide to Arizona State University course policies, please refer to the [Academic Affairs Manual \(ACD\)](#).

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 possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.