Course Number: IBC 610
Course Title: Behavioral and Psychological Assessment in Primary Care
Credits: 3 credit hours

Pre-requisites: CHS graduate student; while not a formal pre-requisite, it is notable that this course assumes pre-acquired clinical skills for success on many of the assignments

Faculty:
Name: Colleen Clemency Cordes, Ph.D. ("Dr. Cordes")
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E-mail: colleen.clemency@asu.edu ** email is the best way to contact me; if you prefer phone, please email first to arrange a Zoom meeting. Zoom meetings will be held M-F between 9am-4:30pm AZ time.
Office hours: arranged via e-mail
Weekly Webinar: Mondays at 2pm AZ time. The webinar URL is located in each week's course content. While live attendance at webinars is NOT required, all students are required to review the recording of the webinar, which will be posted immediately following the webinar's completion each week.

Course Description:
This course will present a comprehensive approach to behavioral and psychological assessment for behavioral health clinicians in primary care and related medical settings. This course is intended to provide behavioral health consultants with the necessary knowledge base and skills to develop an appropriate assessment and treatment plan for a variety of commonly seen complaints in Primary Care. Attention will be placed on the assessment of both psychiatric and behavioral complaints across the lifespan. Students will become familiar with both focused functional and contextual interviews and empirically support quantitative measures to enhance our understanding of the presenting complaint and monitor outcomes.

Behavioral and psychological assessment includes the use of interviews, medical data, rating scales and questionnaires detect and diagnose behavioral and health related problems and conditions. This course will focus on using assessment to develop and evaluate treatment planning and inform clinical decision-making. There is an emphasis on the patient-focused, outcomes-informed model in

which assessment results are reviewed between the clinician and patient during treatment in order to ensure that treatment is progressing as planned.

The course will cover basic principles of psychometrics with a focus on how clinicians can critically evaluate published research on assessment measures or approaches in order to determine the best assessment strategy for their clinical setting and patient population. The course will survey assessment approaches for the most common behavioral conditions prevalent in primary care settings: depression, anxiety and insomnia; smoking, overeating and physical inactivity; substance use disorders;; chronic diseases such as diabetes and cardiovascular disease; pain disorders; medication misuse; sexual dysfunction; with special considerations for adolescents and older adults.

Learning Outcomes:
Upon completion of this course, you will be able to:

Course Learning Objectives (CLOs)	Program SLOs
1) Identify appropriate screening and assessment measures for a given complaint in primary care	C06, C07
2) Utilize PubMed and the research literature to locate screening and assessment tools	N/A
3) Analyze the appropriateness of a given measure based on its reliability, validity, clinical utility and feasibility	N/A
4) Demonstrate the ability to deliver structured functional interview assessments and supplement these assessments with appropriate empirically supported self-report measures	C06, C08
5) Interpret self-report measures and patient interviews in order to develop an appropriate treatment plan	C06
6) Explain patient assessment outcomes in the context of a physician consultation	C04

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 or http://canvas.asu.edu.

Weekly Webinar:

Students are responsible for all material and viewing of each weekly webinar. Weekly webinars are scheduled in Arizona time. The location of the course's webinar URL is in the weekly course content.

Methods of Evaluation:

This course is based on 100 points. The distribution of assignments for this class is as follows:

Assignment	Related CLO	Number in Course (Points)	Total Course Value (points)
Discussion Boards	1, 3,	5	20 (4 each)
Psychometrics Quiz	3	1	10
Measure Identification and Write-Up	1, 2, 3	1	20
Patient Simulation and Charting	4	1	20
Case Study and Physician Consultation	1, 3, 5, 6	1	30
TOTAL POINTS			**100**

Grading Policy:

The total points will be translated to a grade using the breakdown listed below.
The breakdown is to be followed strictly, utilizing standard rounding procedures.

Point Total	Letter Grade
>/= 90	A
80-89	B
70-79	C
60-69	D

< 60	E

Summary of Assignments:

Discussion Boards (20 points total; 4 points each):

Purpose: Discussion boards provide you the opportunity to integrate course content in applied manners and facilitates interactive discussion between students and their peers.

Skills: Through the discussion boards, you will have the opportunity to apply course materials in the context of patient care scenarios as well as explore your thoughts on current controversies in outcome-based assessment.

Task: Throughout the semester, there are five discussion boards. Participation in the written and/or verbal discussion board posts is necessary for success in the course. Responses must answer the specific question posed for the corresponding week, and you are expected to synthesize the content of the readings and other course materials, citing specific sources in your posts. Posts that do not address the question posed will not receive credit. Initial responses to posts are due at 11:59pm on the **Friday** of the week they occur; follow-up posts are due **Sundays** at 11:59. **Late discussion boards will not be graded unless you receive explicit advanced approval from Dr. Cordes at least 24 hours before the due date.** All posts must be at least 300 words (not including salutations and references). Substantive initial posts require at least three unique in-text citations and references from the course materials. Response posts to your classmates do not require references, but must be at least 300 words, exclusive of references and salutations. Please proofread your posts carefully, as grammar and spelling errors will impact your grade. References must be in APA 6th edition format. Both length and quality are important considerations when it comes to participate in discussion boards. Posts/responses re expected to reflect critical thinking consistent with doctoral-level expectations. You must demonstrate that you have synthesized the materials presented in the readings and lectures and that you are relating your posts to the course content and/or greater available research literature. To earn full credit, you must add something of substance to the discussion – this consists of new ideas, your perspectives, specific follow-up questions, and relevant references.

Psychometrics Quiz (10 points):

Purpose: This 20-question online (timed) quiz is designed to assess your knowledge and application of key psychometric characteristics of quantitative measures.

Skills: This quiz is designed to ensure you have adequate knowledge of psychometric properties to be able to appropriate assess the utility of measures.

Task: This is a timed (45 minute) quiz. **Once a student accesses the quiz, the "clock" starts; as such, students must complete this quiz in a single sitting**. The quiz consists of both multiple choice and true/false items including definitions and applications of topics including (but not limited to): sensitivity and specificity, internal consistency, reliability and validity.

Measure Identification and Write-Up (20 points)
Purpose: Over the course of this semester, we will review numerous screening and assessment measures appropriate for primary care; however, this course is by no means an exhaustive review of available tools – as a result, it is critical that graduates have the ability to identify, locate, and evaluate measures for use in their integrated care environments, with attention to reliability, validity, and utility.

Skills: Through this assignment, you will demonstrate your ability to identify a potential measure for use in primary care, utilize PubMed or other means to identify the **original validation article** associated with the measure of interest, and critique the measure based on its psychometric properties.

Task: For this assignment, you are to consider the needs of your clinical setting (e.g. primary care, emergency room, pediatrics). Using PubMed and the research literature, you are to identify an appropriate screening tool for your population for the disease state of your choice **that is available in the public domain**, and locate the tool and its original validation article. Based on the psychometric data available to you in the validation study, you are then to write one paragraph (roughly 7-8 sentences) regarding the utility of this measure in your clinical setting. The paragraph should cover the following elements (recommended in the order below):
- Purpose of the measure
- Length of the measure
- Format of the measure (e.g. Yes/No, Likert type scale, etc.)
- How measure is scored
- How measure is interpreted

- Specific psychometric properties and related scores that support its utility (e.g. reliability, validity, sensitivity, specificity)

In addition to the one-paragraph write- up, which should utilize appropriate APA style 6th edition citations and references, you are to submit a copy of the measure of interest, along with a PDF copy of the original validation article that you located via PubMed or other means. The copy of the measure should be in a format that would allow for ready implementation in primary care in a paper-pencil format. See the rubric for specific grading criteria for each aspect of the assignment submission.

Assignment 2: **Patient Simulation and Charting**:

Purpose: The purpose of this assignment is to allow you to practice use of the AUDIT in to inform clinical decision making in the context of a patient simulation, and to document a clinical encounter in the context of a primary care health record.

Skills: This assignment will allow you to hone your skills in the delivery of Screening, Brief Intervention, and Referral to Treatment (SBIRT), for a patient engaging in risky drinking. It will also give you an opportunity to refine your skills in documentation in the context of a patient's primary care medical record.

Task: Students will engage with a simulation of a patient with substance use concerns. This simulation may open in a new browser window. Students who are unable to access the simulation should check their Flash player settings on their browser. Google Chrome is the recommended browser to view the course. Instructions to enable Flash in a Google Chrome browser can be found here. You can also contact ASU's tech support for further assistance.

Assignment 2, Part 1: This simulation is designed to allow you to test your skills in the delivery of an SBIRT intervention with a college-aged student engaged in risky drinking behaviors, with a particular focus on use of the AUDIT to guide the clinical encounter and patient-centered care. Pay attention to the content of the simulation, as upon completion, you will then utilize the provided clinical note template, which mirrors templates commonly used in integrated primary care settings. Your grade on this portion of the assignment (worth 15 of the 20 possible assignment points) is based on how accurately you complete the simulation (e.g. your frequency of selecting correct simulation prompts), so please be thoughtful as you engage with the simulation. Upon completion of the simulation, you will be provided with a response accuracy score. **You are to submit a screen shot of this accuracy score**, and submit it to the assignment area. This accuracy score will be used to compute your grade on part 1 to the nearest .5 points, using standard rounding conventions. For example, if a student were to complete the simulation with 75% accuracy, their score would be computed as: 15 x .75 = 11.25, which would be rounded to 11.5 as their final score on this portion of the assignment.

Assignment 2, Part 2: After finishing the simulation, complete the note for the patient's encounter (worth 5 of the 20 possible assignment points), attending specifically to brevity in your writing and ensuring that content is presented in such a way that is understandable to other members of in the interprofessional team. **You must utilize the provided template to submit your note – assignments submitted in a different format will not be graded.** See the rubric re: specific grading criteria for the assignment.

Case Study and Physician Consultation:

Purpose: The purpose of this assignment is to describe how validated measures can be used not only in the context of an initial evaluation in primary care, but also as a strategy to assess outcomes and adjust treatment plans as necessary. It will also provide you with an opportunity to practice relaying assessment findings concisely to your medical colleagues.

Skills: This assignment will allow you to both demonstrate your ability to utilize these measures as a means of monitoring patient outcomes and adjusting treatment plans as well as how to communicate assessment findings to your medical provider peers in a succinct curbside consult.

Task: In a well-written paper (approximately five pages in length, double spaced) **utilizing the provided template**, identify a particular patient with co-morbid behavioral health and medical conditions (e.g. diabetes and depression; substance abuse and hypertension). Regardless if this is based on a real or fictional case, you should provide contextual information that would have been derived from the patient's medical record, physician consult, and/or functional assessment (e.g. demographics, family and social supports, employment, psychosocial history, health status and history, and current presenting problem). Based on your knowledge of screening tools, measures, and functional assessments developed over the course of the class, identify an appropriate method of assessing the identified behavioral health concern using a patient-centered, outcome-informed approach. Be certain to discuss your reason for selecting this measure, paying particular attention to specific issues of reliability, validity, and utility; your write-up of the measure being used should mirror the required elements from the previous measure identification and write-up assignment. The Marush textbook has an excellent example of a case study on page 520; note that this case study is only missing an explicit discussion of the rationale for the outcome measures selected; this is required based on the rubric.

Describe the course and progress of treatment for the patient, with an emphasis on the use of repeated measurement and treatment planning/decision-making based on the ongoing assessment. Provide information about specific patient scores at the initial

consultation, and how these baseline scores impacted treatment planning. Provide information related to the frequency of readministration of the measures over time, and the specific rationale for this approach. You are to additionally provide information about how patient scores changed over time, and the impact of these changes on the treatment plan and decisions regarding when to discontinue services. Discuss barriers to treatment, changes in treatment planning that occurred based on the assessment outcomes, and the overall outcome over the course of the intervention period.

In addition to the above paper, you are to submit a video-taped role play of a brief (no more than two minute) consultation with a medical provider regarding the assessment findings. You do not need someone to "play" the medical provider, as the assignment simply requires you talk to the camera as if you are talking to the provider. In the brief consultation, you should pay particular attention to:

- Conveying information about the purpose of the measure you used
- Discussing overall score trends over time
- Discussing implication of scores for treatment planning
- Articulating the next steps for the medical provider
- Using language that is clear, concise, and free of "psychobabble"

Please see the rubric for the specific grading breakdown for this assignment. Information on how to submit the video assignment to Canvas is available here: https://community.canvaslms.com/docs/DOC-13057-4152719747. Additionally, your paper should be submitted as a Word document using APA Style (6th Edition) formatting.

Grading Procedure:
The course grade will be based on the assignments and compliance with deadlines and rubric guidelines. Graded assignments will be available within one week of the due date via the Gradebook (e.g. if the assignment is due at 11:59pm AZ time on Sunday, grades will be available in the Gradebook by 11:59pm AZ time the following Sunday). Assignment of letter grades is in accordance with established criteria for the Doctor of Behavioral Health program and as outlined above.

Assigned Readings:
Each week there will be assigned readings from the literature and/or the textbook. Please refer to the relevant week/module in the course shell to access these reading assignments.

Required Textbook(s): Maruish, M. E. (Ed.). (2017). *Handbook of psychological assessment in primary care settings* (2nd ed.). New York, NY: Routledge.

Weekly Topic and Course Schedule:

For the specific requirements of assignments, please see the items in the course shell in Blackboard as well. You can access topics, assignments, and due dates in the section labeled 'Course Calendar'.

Module	Topic	Materials	Readings	Assignments
1 (8/22-9/1)	Outcome-Informed Assessment What Makes a Good Measure? Barriers and Controversies in Assessment	Mini Lectures Videos Resources	Textbook – Chapter 3 (Uses of Psychological Assessment in Primary Care) Textbook – Chapter 5 (Selection of Psychological Measures and Associated Administration, Scoring, and Reporting Technology for Use in Primary Care Settings) Textbook – Chapter 7 (Clinical and Program Monitoring and Outcomes Assessment for Behavioral Health in Primary Care) Drouin, O., & Winickoff, J. P. (2018). Screening for behavioral risk factors is not enough to improve preventive services delivery. *Academic Pediatrics, 18,* 460-467. Wood, J. M., Garb, H. N., & Nezworki, M. T. (2007). Psychometrics: Better Measurement makes for better clinicians. In S. O. Lilienfeld & W. T. O'Donohue (Eds.), *The great ideas of clinical science: 17 principles that*	Introduction Discussion Board Psychometrics Quiz

			every mental health professional should know (pp. 77-92). New York, NY: Routledge.	
2 (9/3 –8)	Functional Assessment Culturally Competent Assessment Quality of Life	Mini Lectures Videos Resources	Textbook – Chapter 8 (The Clinical Interview in Integrated Primary Care) Textbook – Chapter 20 (Assessment of Health Status and Health-Related Quality of Life) Runyon, C. N. (2018). Assessing social determinants of health in primary care: Liability or opportunity? *Families, Systems, and Health, 36,* 550-552. Richmond, A., & Jackson, J. (2018). Cultural considerations for psychologists in primary care. *Journal of Clinical Psychology in Medical Settings, 25,* 305-315.	Discussion Board
3 (9/9-15)	Mood Disorders Stress Trauma Suicide	Mini Lectures Videos Resources	Textbook – Chapter 9 (Screening for Depression) Textbook – Chapter 12 (Assessment of Anxiety in Primary Care) Textbook – Chapter 13 – (Assessment of Stress) Textbook – Chapter 17 (Posttraumatic Stress Disorder in Integrated Primary Care: Strategies for	Measure Write-Up

			Effective Implementation of Screening and Assessment) Finkelhor, D. (2018). Screening for adverse childhood experiences (ACEs): Cautions and suggestions. *Child Abuse & Neglect, 85,* 174-179. Bryan, C. J., Corso, K. A., Neal-Walden, T. A., & Rudd, M. D. (2009). Managing suicide risk in primary care: Practice recommendations for behavioral health consultants. *Professional Psychology: Research and Practice, 40,* 148-155.	
4 (9/16-22)	Health Behaviors (Diet, Exercise, Sleep, Medication Adherence) Neurocognitive Screening (ADHD, Autism Spectrum, Cognitive Impairment)	Mini Lectures Videos Resources	Textbook – Chapter 14 (Screening for Cognitive Impairment) Textbook – Chapter 18 (Assessment of Sleep Disorders in Primary Care) Textbook – Chapter 19 – Assessment of Eating Behavior in Primary Care Zullig, L. L., Mendys, P., & Bosworth, H. B. (2017). Medication adherence: A practical measurement selection guide using case studies. *Patient Education and Counseling, 100,* 1410-1414	Discussion Board

			Sevecke, J. R., & Meadows, T. J. (2018). It takes a village: Multidisciplinary approach to screening and prevention of pediatric sleep issues. *Medical Sciences, 6,* 77-87. American Academy of Pediatrics (2011). ADHD: Clinical practice guidelines for the diagnosis, evaluation, and treatment of Attention-Deficit/Hyperactivity Disorder in children and adolescents. *Pediatrics, 128,* 1007-1022.	
5 (9/23-29)	SBIRT Pain Prescription Misuse	Mini Lectures Videos Resources	Textbook – Chapter 15 (Substance Abuse Screening and Assessment in Primary Care Settings) Textbook – Chapter 16 (Assessment of Pain in Primary Care Settings) Barrett, S. P., Meisner, J. R., & Stewart, S. H. (2008). What constitutes prescription misuse? Problems and pitfalls of current conceptualizations. *Current Drug Abuse Reviews, 1,* 255-262. Setnik, B., Roland, C. L., Pixton, G. C., & Sommerville, K. W. (2017). Prescription opioid abuse and misuse: Gap between primary-care investigator assessment and actual extent of these behaviors among patients with chronic pain. *Postgraduate Medicine, 129,* 5-11.	Patient Simulation & Charting Discussion Board

| 6 (9/30-10/6) | Common Health Concerns (Sexual Health, Cardiovascular Disease, Diabetes) | Mini Lectures Videos Resources | Ryan, K. L., Arbuckle-Bernstein, V., Smith, G., & Phillips, J. (2018). Let's talk about sex: A survey of patients' preferences when addressing sexual health concerns in a family medicine residency program office. *PRiMER, 2,* 23-29.

Wysocki, T. (2006). Behavioral assessment and intervention in pediatric diabetes. *Behavior Modification, 30,* 72-92.

Ell, K., Katon, W., Lee, P. J., Guterman, J., & Wu, S. (2015). Demographic, clinical, and psychosocial factors identify a high-risk group for depression screening among predominantly Hispanic patients with Type 2 diabetes in safety net care | Case Study and Physician Consult |
| 7 (10/7-11) | Common Health Concerns (COPD, Asthma, Irritable Bowel Disease) | Mini Lectures Videos Resources | Textbook – Chapter 21 (Assessment of Disease Impact; pp. 574-584)

Van den Akker, E. F. M., van't Hul, A. J., Chavannes, N. H., Braunstahl, G-J, van Bruggen, A., Rutten-van Molken, M., & in't Veen, J. C. M. (2015). Development of an integral assessment approach of health status in patients with obstructive airway diseases: the | Discussion Board |

			CORONA study. *International Journal of Chronic Obstructive Pulmonary Disease, 10,* 2413-2422.	
			Ramratnam, S. K., Bacharier, L. B., Guilbert, T. W. (2017). Severe asthma in children. *Journal of Allergy and Clinical Immunology pRactice, 5,* 889-898.	
			Moayyedi, P., Mearin, F., Azpiroz, F., Andresen, V., Barbara, G., Corsetti, M., ...Tack, J. (2017). Irritable bowel syndrome diagnosis and management: A simplified algorithm for clinical practice. *United European Gastroenterological Journal, 5,* 773-788.	

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
3. The Community Forum 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. Community Forum posts 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. In order to ensure timely response from Dr. Cordes, please email her directly at* colleen.clemency@asu.edu*. DO NOT use the inbox feature within Canvas, as this may result in delayed responses.*

Online Course:

This is an online course and there will not be any in-person face-to-face class sessions. A weekly webinar will be held, and while synchronous attendance is not required, you **are responsible for content covered during the** webinars. As such, consider the webinar recordings required viewing. All assignments and course interactions will utilize internet technologies, and only assignments submitted to Canvas will be graded.

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. Webcam
5. Microphone
6. Earphones/Earbuds/Headset
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 Blackboard, 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 Blackboard and Adobe Connect 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 of time (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.

4. Complete selected online discussion board assignments early in the week and return to the discussion boards throughout the week to view and respond to messages posted by faculty and other students.

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. You 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.

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. **A late analysis post will receive a score of 0.** 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.

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, please see DBH program policies related to grade appeals and grievances is located on MyDBH (https://mydbh.health.asu.edu)

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. Departmental policies are available on MyDBH.

ASU uses 'TurnItIn' in Canvas. Program policy is that scores must be no greater than 25% for all assignments. Scores > 25% will receive a 0. If a student has < 25% match, but in reviewing the report the instructor is still concerned about the nature of the match, it is at the instructor's discretion to not accept the assignment.

Prohibition of Commercial Note Taking Services:

This syllabus and all other course materials (powerpoint slides, handouts, assignments, quizzes, exams, digital recordings, etc.) are intellectual property of Arizona State University and are not to be publicly distributed or otherwise commercialized since these materials are copyright protected. Publishing, uploading, linking, redistributing, and/or downloading course material may subject students to penalties for academic misconduct. Such materials are for sole use in that designated semester. It cannot be used in any other form unless via a written statement of approval from the instructor of record. Commercial note taking services are prohibited without written permission from the instructor of record in accordance with ACD 304-06 available at http://www.asu.edu/aad/manuals/acd/acd304-06.html. This includes powerpoint slides and powerpoint slides with audio.

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. You 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 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 discuss any concerns confidentially and privately.

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)

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