



BEH Program  
BAS  
Behavioral Health Student Handbook

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Updated April 2026



## **Welcome!**

On behalf of our BEH faculty and instructors, we would like to congratulate you on taking this next step to furthering your behavioral health career! We are excited to have you in our program and hope that you will feel free to ask questions or to approach us with your concerns.

We in the BEH Department are available to answer questions and help you navigate through the program. We can help you review your transcripts and plan your course schedules. Please do not hesitate to reach out!

Best wishes for a successful year in our program!

The Behavioral Health Team  
[Behavioralhealth@pikespeak.edu](mailto:Behavioralhealth@pikespeak.edu)

### **Behavioral Health Student Handbook Provision**

This Behavioral Health Student Handbook (Handbook) contains pertinent information affecting students. The policies and procedures contained in this Handbook are to be used in conjunction with the general requirements, policies, and procedures of the College. To the extent that any provision of this Handbook is inconsistent with State or Federal law, State Board for Community Colleges and Occupational Education Policies (BPs) or Colorado Community College System Procedures (SP's), the law, BPs, and SPs shall supersede and control. BPs and SPs are subject to change throughout the year and are effective immediately upon adoption by the Board or System Chancellor, respectively. Students are expected to be familiar with and adhere to the BPs, SPs as well as College directives, including but not limited to the contents of this Handbook.

To access BPs and SPs, see [Board Policies and System Policies](#)

The Behavioral Health Department and Associate Dean of Arts, Humanities, Social Science (AHSS) reserve the right to change Behavioral Health Program policies. The behavioral health student will be informed of policy changes in a timely manner.

**Nothing in this Handbook is intended to create (nor shall be construed as creating) an express or implied contract or to guarantee for any term or to promise that any specific process, procedures, or practices will be followed or benefits provided by the College. The College reserves the right to modify, change, delete, or add to the information in this Handbook as it deems appropriate.**

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## **Mission Statement of the College BEH Department**

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Our mission is to provide high-quality educational opportunities to all with a focus on student success and community needs, including:

- Occupational programs, including certificates, associates, and bachelors degrees, for youth and adults in career and technical fields.
- Two-year transfer educational programs to qualify students for admission to the junior year at other colleges and universities; and
- A broad range of personal, career, and technical education for adults.

### Mission Statement

The mission of the BEH Program is to provide quality education that prepares the learner to be an integral part of the behavioral health profession by engaging in lifelong learning that advances behavioral health practice. The BEH program provides our students with diverse experiences to meet the behavioral health needs of our community members.

### Vision Statement

The Behavioral Health Program envisions becoming a premier educational pathway that transforms passionate learners into skilled, compassionate behavioral health professionals who address evolving community needs with cultural competence and evidence-based practices. We aspire to be recognized as a center of excellence that fosters innovation in behavioral health education, builds meaningful community partnerships, and inspires graduates who will lead positive change in the diverse communities they serve.

## Instructor Credentials

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### BEH and PTE Courses

All BEH and PTE courses will be taught by an instructor who holds at a minimum a master's degree in a mental health related field and a mental health license in Colorado.

### CSL Courses

All CSL courses will be taught by an instructor who holds at a minimum a master's degree in a mental health related field and a Licensed Addiction Counselor in Colorado.

All instructors must gain and maintain their CTE credentials.

## Accreditation

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The College is accredited by the Higher Learning Commission and a member of the North Central Association, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, (312) 263-0456.

The CSL classes are provided by the BEH department under a Memorandum of Understanding with the Colorado Behavioral Health Administration.

## BEH Program Organizing Framework

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Colorado's field of behavioral health is in high need of skilled workers and new pathways of education to employment for entry and mid-level positions. Through Senate Bill 22-181, the Behavioral Health Administration (BHA), the Colorado Community College System (CCCS), and individual institutions partnered to create pathways in alignment with industry. During the first two years, Education Design Lab (EDL) facilitated a cross-system workgroup of seven CCCS colleges to work with Colorado employers to identify the critical skills needed for these positions.

A small curriculum team composed of faculty, mental health clinicians, and administrators from five different colleges revised the existing Associate of Applied Science (AAS) in Behavioral Health into two updated options, developed a new Behavioral Health prefix (BEH) and additional coursework, and developed the Bachelor of Applied Sciences (BAS) in Behavioral Health which was approved in September of 2024. The Course Learning Outcomes (CLOs) and topical outlines for all new classes were informed by conversations with industry through the EDL project, the BHA, and several other state entities to identify critical competencies needed in the field. The result of this work is a comprehensive, stackable educational pathway that blends General Education and Career and Technical Education (CTE) credits to provide a balanced educational program for students entering the field.

The program includes experiential learning, starting at the micro-credential /certificate level, and continues throughout the entirety of the pathway, ensuring students are gaining a unique education in which they obtain work experience, skill development, and social capital throughout their program. There are five micro-credential, two AAS degrees, and a BAS degree with two concentrations. The full pathway serves student and employer needs while aligning with all state and industry regulations and requirements and is ready for implementation

The Bachelor of Applied Science (BAS) in Behavioral Health program builds upon foundational knowledge to develop advanced practitioners in the field of behavioral health. This program combines

in-depth academic coursework with extensive applied training to prepare graduates for leadership roles in diverse behavioral health settings. Students gain advanced skills in developing and implementing complex interventions, evaluating programs, and addressing ethical and policy challenges. The BAS program provides a comprehensive education for those seeking to make a significant impact in behavioral health and offers excellent preparation for graduate studies in related fields. BEH BAS: 120 (with 67 credits from the AAS in BEH)

Upon completion of the bachelor's degree in behavioral health, students will be able to:

1. Integrate advanced theoretical knowledge and evidence-based practices to develop comprehensive behavioral health intervention plans
2. Implement complex behavioral health interventions across diverse populations and settings
3. Evaluate the effectiveness of behavioral health programs and interventions using appropriate research methods
4. Design quality improvement strategies to enhance behavioral health service delivery
5. Apply leadership and management principles to guide teams and organizations in behavioral health settings
6. Formulate client-centered treatment plans incorporating trauma-informed care, cultural competence, and whole-person approaches
7. Analyze complex ethical dilemmas and policy issues in behavioral health
8. Propose solutions to ethical and policy challenges that adhere to professional standards and promote social justice

The BAS degree in Behavioral Health with an emphasis on Mental Health and Wellness focuses on advanced skills in mental health assessment, intervention, and program management. Students gain in-depth knowledge of trauma-informed care, whole-person approaches, and leadership in mental health settings. Mental Health and Wellness Emphasis: 53 credits<sup>1</sup>

The BAS degree in Behavioral Health with an emphasis in Addiction Recovery focuses on careers in addiction counseling. Graduates are prepared to complete the remaining requirements to become Certified Addiction Specialists (CAS) through the Colorado Department of Regulatory Agencies (DORA). Addiction Recovery Emphasis: 53 credits<sup>2</sup>

### **Does your state allow for you to attend an addiction counseling program in Colorado?**

1. Students enrolling or continuing at Pikes Peak State College have a right to certain information that the college is required by law to provide. As a student applying for or attending the Behavior Health Program (BAS) you have the right to know it meets the certification criteria for Colorado. If you are planning to seek work outside of Colorado, it is

<sup>1</sup> MSC MSW requirement: Students who wish to obtain a master's in social work from Metro State College are required to take PSC 1011 American Government to meet one of the requirements for admission.

<sup>2</sup> MSC MSW requirement: Students who wish to obtain a master's in social work from Metro State College are required to take PSC 1011 American Government to meet one of the requirements for admission.

strongly recommended that you contact that state's certifying or licensing entity for guidance before you begin this program.

2. Successful completion of the Behavioral Health program Bachelor of Applied Science Addiction Recovery emphasis completes the education requirement for Certified Addiction Specialist in Colorado. Additional state requirements must be met in order to obtain Certified Addiction Specialist in Colorado. Qualifications for Certified Addiction Specialist in Colorado are outlined at [Addiction Counselor](#).
3. For information regarding ex-offenders practice in regulated occupations, please seek direction from the Colorado Department of Regulatory Agencies (DORA) [here](#).
4. The Behavioral health program does not meet the state licensure requirements for the states below without additional training or additional licensure: Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, Washington D.C., American Samoa, Federated States of Micronesia, Guam, Marshall Islands, Northern Marianas, Palau, Puerto Rico, Virgin Islands.
5. [Colorado Department of Regulatory Agencies \(DORA\)](#), State Board of Addiction Counselor Examiners, 303-894-7800

## Application Procedure

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1. Attend a Behavioral Health information session either in person or virtually.
2. Apply to PPSC at [PPSC Applications](#).
3. Complete the BEH BAS program application located at the [Behavioral Health](#) homepage.
4. Complete the BEH program orientation in-person or on-line August or January.

## [FAQ for Behavioral Health](#)

## Bridge Pathway: Associate Degrees to BAS in Behavioral Health Overview

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This bridge program is designed to create clear pathways for students with general Associate of Arts (AA), Associate of Science (AS), or Associate of Applied Science (AAS) degrees who wish to pursue a Bachelor of Applied Science (BAS) in Behavioral Health, with concentrations in either Mental Health and Wellness or Addiction Recovery. The program aims to minimize barriers while ensuring students develop the necessary foundational knowledge and skills to succeed in this BAS program.

### Program Goals

- Provide a structured transition from general associate degrees to specialized behavioral health education
- Identify and address prerequisite knowledge and skill gaps
- Streamline the pathway to professional credentials in behavioral health
- Maintain accessibility while ensuring adequate preparation for upper-division coursework

### Key Considerations

- Colorado-specific regulatory requirements
- Behavioral Health Administration (BHA) credential requirements
- Counselor Certification and Licensure requirements
- Transfer credit optimization
- Career-readiness and employability during transition

## Pathway 1: AA/AS/AAS to BAS in Mental Health and Wellness

### Step 1: Degree Audit and Planning (Pre-Admission)

- Complete degree audit to identify completed prerequisites and general education requirements
- Identify remaining prerequisites and develop completion plan
- Meet with academic advisor (not faculty advisor) to establish individualized bridge plan

### Step 2: Prerequisite Coursework

Essential Prerequisites (must be completed):

- PSY 1001 - General Psychology I (3 credits) GT-SS3
- PSY 1002 - General Psychology II (3 credits) GT-SS3
- ENG 1021 - English Composition I (3 credits) GT-CO1
- MAT 1260 - Introduction to Statistics (3 credits) GT-MA1

Foundation Courses (recommended before BAS):

- BEH 1001 - Mental Health Crisis and Intervention: Preparedness and Empathy (3 credits)
- PTE 1010 – Introduction to Behavioral Health Care and Wellness (3 credits)

- PSY 2440 - Human Growth & Development (3 credits) GT-SS3
- SWK 1100 – Social Welfare and Community Agencies (3 credits with Service Learning)

Step 3: Bridge Core (to be completed prior to or during first semester of BAS)

- BEH 1020 - Cultural Competence in Behavioral Health (1.5 credits)
- BEH 1030 - Behavioral Health Case Management and Clinical Documentation (1 credit)
- BEH 2001- Mental Health Crisis and Intervention: Advocacy, Intervention, and Resilience (3 credits)
- BEH 2030 - Applied Therapeutic Communication Skills (3 credits)

Step 4: Integration into BAS Program

Once prerequisites and bridge core are completed, students will fully matriculate into the BAS program with advanced standing, beginning with:

- BEH 3001 - Treatment of Mental Health within Existing Systems (3 credits)
- BEH 3030 - Behavioral Health Program and Case Management (2 credits)
- BIO 1005 - Science of Biology w/Lab (4 credits) OR BIO 1006 - Basic Anatomy and Physiology (4 credits)
- PSY 2221 - Social Psychology (3 credits)
- Remaining BAS core and concentration courses

## Pathway 2: AA/AS/AAS to BAS in Addiction Recovery

Step 1: Degree Audit and Planning (Pre-Admission)

- Complete degree audit to identify completed prerequisites and general education requirements
- Identify remaining prerequisites and develop completion plan
- Meet with academic advisor to establish individualized bridge plan

Step 2: Prerequisite Coursework

Essential Prerequisites (must be completed):

- PSY 1001 - General Psychology I (3 credits) GT-SS3
- ENG 1021 - English Composition I (3 credits) GT-CO1
- MAT 1260 - Introduction to Statistics (3 credits) GT-MA1

Foundation Courses (recommended before BAS):

- PSY 2440 - Human Growth & Development (3 credits) GT-SS3
- SWK 1100 – Social Welfare and Community Agencies (3 credits with Service Learning)
- SOC 2018 - Sociology of Diversity (3 credits)

Step 3: CSL Bridge Sequence (required for Addiction Recovery pathway)

The Behavioral Health Administration requires completion of the 2000 level CSL courses before taking CSL classes in the BAS program. The following courses are the CSL Core Courses and should be completed in sequence:

- CSL 2046 - Ethical Practice in Addiction Treatment (1 credit)
- CSL 2061 - Case Conceptualization and Documentation (1 credit)
- CSL 2051 - Pharmacology I for Addiction Counselors (1 credit)
- CSL 2052 - Pharmacology II for Addiction Counselors (1 credit)

- CSL 2053 – Cognitive Behavioral Therapy (1 credit)
- CSL 2069 - Principles of Addiction (1.5 credits)
- CSL 2068 - Addiction Counseling Skills (1.5 credits)
- CSL 2050 - Motivational Interviewing I (1.5 credits)
- CSL 2058 - Group Counseling Skills (1.5 credits)
- CSL 2065 - Culturally Informed Treatment (1 credit)
- CSL 2054 - Trauma Informed Care (1 credit)
- CSL 2055 – Infectious Diseases for Addiction Counselors (1)
- CSL 2056 - Co-Occurring Disorders (1 credit)
- CSL 2048 - Advanced Case Conceptualization (1 credit)
- CSL 2059 –Advanced Professional & Ethical Practice (1 credit)

#### Step 4: Additional Bridge Courses

- BEH 1001 - Mental Health Crisis and Intervention (3 credits)
- BEH 2001 - Mental Health Crisis and Intervention: Advocacy, Intervention Strategies, and Resilience (3 credits)
- PTE 1010 – Intro to Behavioral Health Care and Wellness (3 credits)
- HPR 1000 – Introduction to Health (3 credits)

#### Step 5: Integration into BAS Program

Once prerequisites and bridge courses are completed, students will fully matriculate into the BAS program with advanced standing, beginning with:

- BEH 3001 - Treatment of Mental Health within Existing Systems (3 credits)
- CSL 3028 - Treating Diverse Populations (2 credits)
- BIO 1005 - Science of Biology w/Lab (4 credits) OR BIO 1006 - Basic Anatomy and Physiology (4 credits)
- Remaining BAS core and addiction recovery concentration courses

#### Conclusion

This bridge program provides structured pathways for students with general associate degrees to successfully transition into specialized BAS studies in Behavioral Health. By addressing knowledge and skill gaps while maintaining accessibility, the program promotes student success and helps meet the workforce demands in the behavioral health field in Colorado.

The dual pathways accommodate different career goals while ensuring all students gain the necessary foundational competencies to excel in their chosen specialization. Through careful sequencing, comprehensive support services, and ongoing program evaluation, this bridge program will offer an effective transition that serves both student needs and industry requirements.

## The College BEH BAS Curriculum

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### BEH BAS

Recommended basic skills courses are

- College Readiness in English
- College Readiness in Quantitative Literacy

### Mental Health and Wellness Emphasis (53 credits)

#### General Education (26 credits)

- BIO 1005 Science of Biology w/Lab: SC1 (4 credits)  
or
- BIO 1006 Basic Anatomy and Physiology (4 credits)
- PSY 2000 Research Methodology (4 credits)
- PSY 2107 Human Sexuality: SS3 (3 credits)  
or
- PSY 2105 Psychology of Gender: SS3 (3 credits)
- PSY 2112 Introduction to Addictive Behavior (2 credits)
- PSY 2221 Social Psychology: SS3 (3 credits)
- PSY 2551 Child Abuse and Neglect (3 credits)

#### Elective General Education Options

Select seven (7) credit hours

- COM 2060 Listening in a Workplace Communication Setting (1 credit)
- COM 2064 Negotiation (1 credits)
- CRJ 1010 Intro to Criminal Justice (3 credits)
- PSC 1011 American Government: SS1<sup>3</sup> (3 credits)
- PSY 2111 Psychological Aspects of Abuse in Relationships (3 credits)
- PSY 2220 Dynamics of Racism & Prejudice (3 credits)
- PSY 2331 Positive Psychology: SS3 (3 credits)
- PSY 2333 Health Psychology: SS3 (3 credits)
- PSY 2770 Introduction to Forensic Psychology (3 credits)
- SPA 1015 Spanish for the Professional I (3 credits)
- SPA 2015 Spanish for the Professional II (3 credits)

#### Additional Required Courses (27 credits)

- BEH 3001 Treatment of Mental Health within Existing Systems (3 credits)
- BEH 3030 Behavioral Health Program and Case Management (3 credits)
- BEH 3088 Behavioral Health Practicum (3 credits)
- BEH 4020 Understanding Trauma and PTSD (3 credits)
- BEH 4030 Whole Person Care (3 credits)
- BEH 4040 Leadership & Management in Behavioral Health (3 credits)
- BEH 4080 Mental Health Internship (5 credits)
- CSL 2050 Motivational Interviewing (1.5 credits)
- CSL 2068 Addiction Counseling Skills (1.5 credits)
- CSL 3050 Advanced Motivational Interviewing (2 credits)

<sup>3</sup> MSC MSW requirement: Students who wish to obtain a master's in social work from Metro State College are required to take PSC 1011 American Government to meet one of the requirements for admission.

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Commented [AA3R2]: That is in the footnote

Addiction Recovery Emphasis (53 credits)

## General Education (24 credits)

- BIO 1005 Science of Biology w/Lab: SC1 (4 credits)
- or
- BIO 1006 Basic Anatomy and Physiology (4 credits)
- CRJ 1045 Correctional Process (3 credits)
- PSY 2000 Research Methodology (4 credits)
- PSY 2107 Human Sexuality: SS3 (3 credits)
- or
- PSY 2105 Psychology of Gender: SS3 (3 credits)
- PSY 2221 Social Psychology: SS3 (3 credits)

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## Elective General Education Options

Select seven (7) credit hours

- COM 2060 Listening in a Workplace Communication Setting (1 credit)
- COM 2064 Negotiation (1 credits)
- CRJ 101010 Intro to Criminal Justice (3 credits)
- PSC 1011 American Government: SS1<sup>4</sup> (3 credits)
- PSY 2111 Psychological Aspects of Abuse in Relationships (3 credits)
- PSY 2220 Dynamics of Racism & Prejudice (3 credits)
- PSY 2331 Positive Psychology: SS3 (3 credits)
- PSY 2333 Health Psychology: SS3 (3 credits)
- PSY 2770 Introduction to Forensic Psychology (3 credits)
- SPA 1015 Spanish for the Professional I (3 credits)
- SPA 2015 Spanish for the Professional II (3 credits)

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## Additional Required Courses (29 credits)

- BEH 3001 Treatment of Mental Health within Existing Systems (3 credits)
- BEH 3088 Behavioral Health Practicum (3 credits)
- BEH 4020 Understanding Trauma and PTSD (3 credits)
- BEH 4030 Whole Person Care (3 credits)
- BEH 4040 Leadership & Management in Behavioral Health (3 credits)
- BEH 4081 Addiction Recovery Internship w/ test prep (5 credits)
- CSL 3028 Treating Diverse Populations (2 credits)
- CSL 3030 Advanced Models in Addiction Treatment (1 credits)
- CSL 3050 Advanced Motivational Interviewing (2 credits)
- CSL 4020 Clinical Supervision I (2 credits)
- CSL 4021 Clinical Supervision II (2 credits)

<sup>4</sup> MSC MSW requirement: Students who wish to obtain a master's in social work from Metro State College are required to take PSC 1011 American Government to meet one of the requirements for admission.

### **Transfer Policy for BEH, PTE, and CSL Courses**

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Students may use the Credit for Prior Learning form for BEH courses if there is an industry certificate. For example, if you provide your CAT certificate through the credit for prior learning application you will get credit for CSL 2046, CSL 2050, CSL 2051, CSL 2054, CSL 2058, CSL 2061, CSL 2065, CSL 2068, and CSL 2069.

Due to the Behavioral Health Administration (BHA) requirements for the CSL classes, only courses approved by the BHA may be used to fulfill CSL course requirements. The student is responsible to provide the syllabus, course description, and copy of a transcript showing credit hours and grade earned for the course they are attempting to transfer in. The course must match a CSL course offered in the BEH program in credit hours and content provided. This will be evaluated on a case-by-case basis. Additionally, students must have 30 credits (not counting the block credits) earned from the College to be awarded a degree from the College.

BEH, PTE, and CLS courses taken at another Colorado Community College will be allowed transfer if instructed to the current CCCS BEH curriculum guidelines.

Courses taken at institutions outside of Colorado, will be evaluated on a case-by-case basis. The student is responsible to provide the syllabus, course description, and copy of a transcript showing credit hours and grade earned for the course they are attempting to transfer in.

## Sample of Student Progression

BAS Core Courses & Credit Hours	
BEH 3001   Treat. of Mental Health/Existing Sys. (3) <b>Prerequisite:</b> BEH 2030	<b>*ELECTIVES - Choose 7 credits from the following:</b>
BEH 3088   Behavioral Health Practicum (3) <b>Prerequisite:</b> BEH 3001, CSL 2050, CSL 2068, PSY 2221	*PSY 2220   Dynamics of Racism & Prejudice (3) <b>Prerequisite:</b> College Readiness in English
BEH 4020   Understanding Trauma and PTSD (3)	*PSY 2331   Positive Psychology (3) <b>Prerequisite:</b> College Readiness in English
BEH 4030   Whole Person Care (3) <b>Prerequisite:</b> BEH 3001	*PSY 2333   Health Psychology (3) <b>Prerequisite:</b> College Readiness in English
CSL 3050   Advanced Motivational Interviewing (2) <b>Prerequisite:</b> CSL 2050	*COM 2060   Listening in a Workplace Com. Setting (1)
BEH 4040   Leadership & Manag. in Beh. Healthcare (3)	*COM 2064   Negotiation (1)
BIO 1005   Science of Biology (4) <b>or</b> BIO 1006   Basic Anatomy & Physiology (4)	*SPA 1015/2015   Spanish for the Professional – I & II (3)
PSY 2000   Research Methodology (3) <b>Prerequisite:</b> College Readiness in English	*PSY 2111   Psy. Aspects of Abuse in Relationships (3) <b>Prerequisite:</b> College Readiness in English
PSY 2107   Human Sexuality (3) <b>or</b> PSY 2105   Psychology of Gender (3) <b>Prerequisite:</b> College Readiness in English	*PSY 2770   Introduction to Forensic Psychology (3) <b>Prerequisite:</b> College Readiness in English
PSY 2221   Social Psychology (3) <b>Prerequisite:</b> College Readiness in English	*CRJ 1010   Intro to Criminal Justice (3)
	*PSC 1011   American Government *MSU MSW requirement only

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Addiction Recovery Emphasis
CRJ 1045   Correctional Processes (3)
CSL 3028   Treating Diverse Populations (2)
CSL 3030   Adv. Models in Addiction Treat. (1)
CSL 4020   Clinical Supervision I (2) <b>Prerq:</b> CSL 2050, CSL 2058, CSL 2068, CSL 3050
CSL 4021   Clinical Supervision II (2) <b>Prerequisite:</b> CSL 4020
BEH 4081   Addiction Recovery Internship (5) <b>Prerequisite:</b> BEH 3088, BEH 4020
<b>AAS (67 credits) + BAS (53 credits) = 120 Total Credit Hours</b>

OR

Mental Health & Wellness Emphasis
PSY 2551   Child Abuse and Neglect (3) <b>Prerequisite:</b> College Readiness in English
PSY 2112   Introduction to Addictive Behavior (2) <b>Prerequisite:</b> College Readiness in English
CSL 2068   Addiction Counseling Skills (1.5)
CSL 2050   Motivational Interviewing I (1.5) <b>Prerequisite:</b> CSL 2068
BEH 4080   Mental Health Intern., 225 contact hours (5) <b>Prerequisite:</b> BEH 3030, BEH 3088, BEH 4020
BEH 3030   Beh. Health Program and Case Mngmt (2) <b>Prerequisite:</b> BEH 1030
<b>AAS (67 credits) + BAS (53 credits) = 120 Total Credit Hours</b>

\*Your personalized schedule will be best determined by meeting with an [Academic Advisor](#)

## Sample Academic Plan

Sample Academic Plan for Full Time Student \*

\*This course schedule assumes the [AAS in behavioral health](#) has been completed.

### Mental Health & Wellness Emphasis (53 Credit Hours)

\***Prerequisite:** Must complete the Associate of Applied Science in Behavioral Health, Mental Health & Social Work Emphasis (67 Credit Hours).

Semester 1   Course & Credit Hours	
CSL 2068   Addiction Counseling Skills	1.5
BEH 3001   Treatment of Mental Health within Existing Systems - <b>Prerequisite:</b> BEH 2030	3
PSY 2107   Human Sexuality <b>OR</b> PSY 2105   Psychology of Gender <b>Prerequisite:</b> College Readiness in English	3
PSY 2221   Social Psychology <b>Prerequisite:</b> College Readiness in English	3
BIO 1005   Science of Biology w/Lab <b>OR</b> BIO 1006   Basic Anatomy and Phys.	4
<b>Total Credit Hours</b>	<b>14.5</b>

Semester 2   Course & Credit Hours	
CSL 2050   Motivational Interviewing I <b>Prerequisite:</b> CSL 2068	1.5
PSY 2000   Research Methodology <b>Prerequisite:</b> College Readiness in English	4
PSY 2112   Introduction to Addictive Behavior <b>Prerequisite:</b> College Readiness in English	2
PSY 2551   Child Abuse and Neglect <b>Prerequisite:</b> College Readiness in English	3
Gen Ed Elective ( <i>see pg. 1 for options</i> )	3
<b>Total Credit Hours</b>	<b>13.5</b>

Semester 3   Course & Credit Hours	
BEH 3030   Behavioral Health Program and Case Management <b>Prerequisite:</b> BEH 1030	2
BEH 3088   Behavioral Health Practicum, <b>Prerequisites:</b> BEH 3001, PSY 2221, CSL 2068, CSL 2050	3
BEH 4020   Understanding Trauma and PTSD	3
BEH 4030   Whole Person Care <b>Prerequisite:</b> BEH 3001	3
Gen Ed Elective ( <i>see pg. 1 for options</i> )	2
<b>Total Credit Hours</b>	<b>13</b>

Semester 4   Course & Credit Hours	
BEH 4080   Mental Health Internship (5 credits) - <b>Prerequisites:</b> BEH 3088, BEH 3030, BEH 4020	5
BEH 4040   Leadership & Management in Behavioral Healthcare	3
CSL 3050   Advanced Motivational Interviewing <b>Prerequisite:</b> CSL 2050	2
Gen Ed Elective ( <i>see pg. 1 for options</i> )	2
<b>Total Credit Hours</b>	<b>12</b>

## Sample Academic Plan

Sample Academic Plan for Full Time Student \*

\*This course schedule assumes the [AAS in behavioral health](#) has been completed.

### Addiction Recovery Emphasis (53 Credit Hours)

\***Prerequisite:** Must complete the Associate of Applied Science in Behavioral Health, Addiction Recovery Emphasis (67 Credit Hours).

Semester 1   Course & Credit Hours	
BEH 3001   Treatment of Mental Health within Existing Systems - <b>Prerequisite:</b> BEH 2030	3
PSY 2107   Human Sexuality <b>OR</b> PSY 2105   Psychology of Gender <b>Prerequisite:</b> College Readiness in English	3
PSY 2221   Social Psychology	3
BIO 1005   Science of Biology w/Lab <b>OR</b> BIO 1006   Basic Anatomy and Physiology	4
<b>Total Credit Hours</b>	<b>13</b>

Semester 2   Course & Credit Hours	
PSY 2000   Research Methodology <b>Prerequisite:</b> College Readiness in English	4
CRJ 1045   Correctional Processes	3
CSL 3028   Treating Diverse Populations	2
Gen Ed Elective (see pg. 1 for options)	5
<b>Total Credit Hours</b>	<b>14</b>

Semester 3   Course & Credit Hours	
CSL 3030   Advanced Models in Addiction Treatment	1
BEH 3088   Behavioral Health Practicum <b>Prereq:</b> BEH 3001, PSY 2221, CSL 2068, CSL 2050	3
BEH 4020 - Understanding Trauma and PTSD	3
BEH 4030   Whole Person Care <b>Prerequisite:</b> BEH 3001	3
Gen Ed Elective (see pg. 1 for options)	2
<b>Total Credit Hours</b>	<b>14</b>

Semester 4   Course & Credit Hours	
CSL 3050   Advanced Motivational Interviewing <b>Prerequisite:</b> CSL 2050	2
CSL 4020   Clinical Supervision I	2
CSL 4021   Clinical Supervision II <b>Prerequisite:</b> CSL 4020	2
BEH 4040   Leadership & Management in Behavioral Healthcare	3
BEH 4081   Addiction Recovery Internship <b>Prerequisites:</b> BEH 3088, BEH 4020	5
<b>Total Credit Hours</b>	<b>12</b>

Commented [VA7]: [Assano, Autumn](#) I added this one in.

## **The College Student Standards of Conduct**

Along with this BEH AAS Student Handbook, the College Behavioral Health Program follows the policies and procedures listed under the College Student Code of Conduct and Colorado Community College System Board Policy (BP) 4-30 and System Procedure (SP) 4-30a, Student Behavioral Expectations and Responsibilities. Students are expected to adhere to both sets of policies and procedures at all times. Any student who does not follow these or any Program requirements shall be subject to disciplinary action, up to and including dismissal from the BEH AAS Program and expulsion from the College.

Please review the complete information for the [College Student Code of Conduct, BP 4-30](#), and [SP 4-30a](#). In addition, the BEH Program has additional policies and expectations for behavioral health students. (See also Technical Standards/Essential Requirements Policy, and the Behavioral Health Program Code of Conduct section [below]).

## **Behavioral Health Program Student Code of Conduct**

***Any student who does not follow these or any Program requirements shall be subject to disciplinary action, up to and including dismissal from the Behavioral Health Program and expulsion from Pikes Peak State College.***

The student must safeguard the patient's right to privacy by maintaining the confidentiality of information concerning the patient. As part of this, the student must understand and comply with the Health Insurance Portability and Accountability Act (HIPAA).

1. Safe behavioral health practice is expected at all times. Any mistake, accident, or unusual occurrence involving a student must be reported immediately to the instructor and the appropriate service learning/internships/practicum team member so that prompt action can be taken to initiate treatment or to alleviate harm.
2. Any substantiated instance of falsification of medical records, treatment records, and other official documentation will result in dismissal from the Behavioral Health Program.
3. Students must comply with all policies of individual service learning/internships/practicum sites which they are at.
4. Students must adhere to required student documentation required for service learning/internships/practicum (e.g., background checks) and comply with due dates. Students without current documentation will not be allowed to go to a service learning/internship/practicum site under any circumstance and will be held out for that semester. (See Student Readmission Policy)
5. Students must maintain a "C"/70% or better in each CSL course.
6. Professional conduct and courtesy toward peers, faculty, staff, patients, and families are expected in all classes, conferences, labs, simulations, and clinical experiences. Tardiness, personal conversations, extraneous noise, leaving class frequently, etc. are distracting to others in the learning environment. Cell phones must be turned off or on silent mode during class, lab time, and simulation time. Students must follow the Behavioral Health Student Handbook mandates related to cell phone use in any BEH, PTE, and CSL course.
7. Students are required to notify the course faculty of impending absences, tardiness, or early departure. (See individual course syllabus on how to best contact the instructor).
8. Students must abide by the Alcohol and Drug Testing Policy at their service learning/internship/practicum sites.

9. Students must be able to meet the Technical Standards and Essential Requirements to complete the course and clinical objectives (service learning/internship/practicum site dependent). (See Technical Standards/Essential Requirements Policy.)

### **Student Concerns**

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The Student Concerns Policy is stated below and can be accessed in the College catalog at [Student Concerns Policy](#).

Examples of instructional or course concerns deal with instructor behavior, class policies, and unfair expectations or demands. Any student who wishes to pursue an instructional concern must exhaust the following options in sequence.

Step 1: The student must meet with the instructor and attempt to resolve the problem. If no resolution,

Step 2: The student must state the concern in writing and meet with the Department Manager (in the case of an instructor or faculty member) or Dean/Associate Dean (in the case of the Department Manager or Workforce Manager). Departments may require specific documentation. Please contact the appropriate division: [AHSS](#). If no resolution, go to step 3.

Step 3: The student will meet with the Dean. If the student contests the Dean's decision, he/she must submit the request in writing to the Office of the Assistant to the Vice President for Instructional Services. The request should include documentation of everything that the student wants considered in the decision. The Dean will also submit all written documentation and recommendations. The Vice President for Instructional Services or a designee will notify the student of the decision in writing. This decision will be final.

### [Student Grievance Procedure](#)

### **Email Communication**

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All email communication will be through the College Student and Faculty College email accounts or the D2L course room messaging system. Faculty will not acknowledge student's email messages via personal email accounts. It is the responsibility of the college faculty, according to the Family Educational Rights and Privacy Act (FERPA) to maintain confidentiality by communicating only to the student enrolled in the class and not others who may have access to personal email accounts. Students can only email faculty utilizing faculty's college email accounts. Grades are only to be communicated via posting on D2L and the student college email account.

### Connor's top twelve student ground rules for online discussion.

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**Participate.** There will be no lurking in the background. This is a shared learning environment, which means everyone will participate in the learning environment. It is not enough to log on and read the discussion posts of others. Everyone must contribute.

**Report glitches.** Discussion forms are electronic. They break. If for some reason you are experiencing difficulty with the discussion forum, contact me and let me know. Chances are you are not the only one. If you don't tell me, I don't know that you are having problems.

**Help others.** If you see one of your classmates is struggling, be willing to help them. Sometimes hearing it from a fellow student helps a lot.

**Be patient.** Read everything in the discussion thread before replying. This will help you to not repeat what someone else has already contributed. Acknowledge the points that you agree with and suggest alternatives for points with which you don't.

**Be brief.** Be clear and articulate your point without being preachy or pompous. Be direct and stay on point. Don't lose yourself or your readers to overly wordy sentences or paragraphs.

**Use proper writing style.** This is a must. Write as if you were writing a term paper. Correct spelling, grammatical construction, and sentence structure are expected in every other writing activity associated with scholarship and academic engagement. Online discussions are no different.

**Cite your sources.** Another big must! If your contribution to the conversation includes intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles- online or in print- they must be given proper attribution.

**Emoticons and Texting.** Social networking and text messaging have spawned a body of linguistic shortcuts that are not part of the academic dialogue. Please use plain text and not :- ) faces and c u l8r's.

**Respect Diversity.** It's an ethnically rich and diverse, multi-cultural world in which we live. Use no language that is – or could be construed to be – offensive towards others. Racist, sexist, and heterosexist comments and jokes are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and/or age.

**No yelling.** Step carefully. Beware the electronic footprint you leave behind. Using bold upper-case letters is bad form, like stomping around and yelling at somebody. **(NOT TO MENTION BEING HARD ON THE EYE).**

**No Flaming.** Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects a higher-order language.

**You Can't Un-Ring the Bell.** Language is your only tool in an online environment. Be mindful. How others perceive you will be largely- as always- up to you. Once you've hit the send button, you've rung the bell. Review your written posts and responses to ensure that you've conveyed exactly what you

intended. This is an excellent opportunity to practice your proofreading, revision, and rewriting skills—valuable assets in the professional world for which you are now preparing.

Reference:

Conner, P. (n.d.) Netiquette: Ground Rules for Online Discussion. *The Institute for Teaching and Learning*. Retrieved from <https://tilt.colostate.edu/TipsAndGuides/Tip/128>

## Academic Honesty

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The Academic Honesty Policy for all the College students is quoted below:

“Students are expected to conduct themselves according to the highest standards of honesty in the classroom, shop, or laboratory. Failure to do so is grounds for disciplinary action, up to and including suspension or expulsion from the College.”

Academic honesty is a fundamental value of higher education. It means that you respect the right of other individuals to express their views and that you do not plagiarize, cheat, falsify, or illegally access College records or academic work. You are expected to read, understand, and follow the *Student Code of Conduct*.

Academic dishonesty is defined as the unauthorized use of assistance with intent to deceive a faculty member or another person assigned to evaluate work submitted to meet course and Program requirements. Examples of academic dishonesty include but are not limited to the following:

- the submission, in whole or part, of material prepared by another person or artificial intelligence (AI) program and represented as one’s own
- plagiarism, which is defined as the act of taking the writings, ideas, etc., of another person and passing them off as one’s own
- the unauthorized use of notes, books, or other materials; the deliberate, unacknowledged reference to the work of another student; or the soliciting of assistance from another person during an examination
- Coursework or clinical paperwork that is copied and pasted and/or paraphrased without citation
- All coursework for each course should be current, original, and unique for that particular course (see [SP 4-30A](#) for more information)
- Self-plagiarism – if using a quote from a previous submitted paper, quotations need to be used
- illegitimate possession and/or distribution of test materials, test bank questions or answer keys
- unauthorized alteration, forgery, or falsification of official academic records

AI-generated and/or plagiarized submissions will not be accepted in the BEH AAS program. Any submission flagged as being AI-generated or with a Turnitin Score at 25% or greater will be returned to the student for a rewrite in their own words. Only one allowance of a rewrite will be allowed during the BEH AAS program. All further AI-generated or plagiarized submissions (in whole or part) will receive a “0” grade. Students will then be referred to the Dean of Students. Students in the College Behavioral Health Program will adhere to the Academic Honesty Policy and are expected to maintain academic integrity as it pertains their own education, that of others in the Program, and that of others at this institution.

## Student Organizations

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None at this time. If you want to start one, please contact faculty or Program Manager/Department Chair.

### **Title IX: Preventing and Reporting Sexual Harassment and Sexual Misconduct**

The College is firmly committed to maintaining a work and learning environment where students, faculty, and staff are treated with dignity and respect. Sexual harassment, sexual misconduct, and acts of discrimination are illegal, often demeaning for the individual student or employee, and can disrupt the College's positive learning and working environment. As such, all members of the College community have a responsibility to be aware of what behaviors constitute these actions/offenses and to help create an environment free of harassment or discrimination. Information regarding Sexual Misconduct is available in SP 19-60A, [Civil Rights and Sexual Misconduct Resolution Process](#).

### **Non-Discrimination Statement**

The College prohibits all forms of discrimination and harassment including those that violate federal and state law, or the State Board for Community Colleges and Occupational Education Board Policies 3-120 or 4-120. The College does not discriminate on the basis of sex/gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran or military status, pregnancy status, religion, genetic information, genetic expression gender identity, or sexual orientation in its employment practices or educational programs and activities. The College will take appropriate steps to ensure that the lack of English language skills will not be a barrier to admission and participation in vocational education programs. In addition, the College prohibits retaliation against any person because such person has opposed any discriminatory or unfair employment practice or filed or participated in any investigation of grievance process on campus or within the Equal Employment Opportunity Commission, the U.S. Department of Education Office for Civil Rights, or other human rights agencies.

Information regarding civil rights or grievance procedures can be accessed at SP 19-60A, [Civil Rights and Sexual Misconduct Resolution Process](#).

## Criminal Background Investigation and Drug Screening

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Following all the CCCS, PPSC, and our clinical partner contractual requirements, **all students in an AAS or BAS degree program** will be required to meet clinical/internship compliance. There are many steps to this to include the submission of a background check and drug screen. To complete this process, you must:

- Log into and establish a student account on Castle Branch (@ <https://cccs.castlebranch.com/>)
- Click the red button to "place an order"
- Select Pikes Peak State College
- Select Behavioral Health
- Choose "I am a new student placing an order for the first time"
- Create an account with your **student email address** (note: do not use a personal email address as this will cause delays in this process)
- Select and purchase both a background check and drug screen and follow the instructions. The cost for both of these items is \$115.98 (student responsibility)

■ If you have questions about the drug screen or background checks, you can refer to:

- PPSC policy on Drug Screens and Background checks (<https://catalog.pikespeak.edu/student-conduct/#text>) and (<https://cccs.edu/about/governance/policies-procedures/sp-4-10c-student-background-checks/>)

■ **NOTE: Results of both background checks and drug testing are handled by the Human Resources department only. No Behavioral Staff will have the information about a specific report, nor can they answer questions related to what is "allowed". Should you be notified by HR that there is a concern, someone from the HR department will reach out to you (the student) directly.**

■ The following circumstances are considered unsatisfactory completion of the drug test:

- Insufficient Specimen Amount: Leaves facility without providing the amount needed to complete the drug test. No retake authorized.
- Dilute Specimen: Eligible for one (1) retake test within 48 hours.
- Cold Specimen or Out of Temperature Range; No retake authorized.
- Positive for THC, even with a Medical Marijuana Certificate: No retake authorized.
- Failure to test or refusal to test.

## Criminal Offenses

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For information regarding ex-offenders practicing in regulated occupations, please seek direction from Human Resources and the Colorado Department of Regulatory Agencies (DORA) [here](#).

## Criminal Background Check

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To ensure the safety of clients, patients, faculty, staff, and students, the use of drugs or alcohol by students is prohibited when participating on campus in Behavioral Health Program classes, clinical, simulation, or labs at the College. If there are signs/behaviors that are related to intoxication, the student will be asked to leave the classroom or the online learning environment for the duration of that class period.

All students will be expected to pass criminal background checks and drug screening as required by the service learning/internship/practicum sites to participate in service learning/internship/practicum as required by the site. Service learning/internship/practicum sites may require additional drug and alcohol testing.

All background checks and drug testing information are kept confidential. Any violations of the program or college drug and alcohol policy will be subject to disciplinary action, up to and including expulsion from the College.

Please refer to the College Student Conduct policy related to drugs and alcohol: [Alcohol and Drug Policy](#)

Although possession and use of marijuana consistent with the requirements of the Colorado Constitution is no longer a crime in the State of Colorado, the possession and use of marijuana remain illegal under federal law. Consistent with federal law, including the Controlled Substances Act and the Drug-Free Schools and Communities Act, the use and/or possession of marijuana continues to be prohibited while a student is on campus, including any time the student is in a clinical experience or representing the College.

Please note, due to the federal funding for the BEH program in conjunction with the illegality of possession and use of marijuana under federal law, if any student is under the influence of or in possession of marijuana on any PPSC campuses or at a service learning site/internship site, the student will be dropped from the BEH program without readmission.

Only the person for whom a prescription drug is prescribed can bring the medication onto the College property or a clinical setting. The prescription drug must be in its original container. The student must use the prescription drug only in the manner, combination, and quantity prescribed. Suspicion based alcohol or drug testing will be performed if performance or behavior in the nursing program is suspected to be substance related.

**Definitions:**

*Alcohol Testing:* Providing a breath, blood, or urine sample to determine the presence of alcohol.

*Authorized Lab:* A collection site or sites identified by the College BEH program where students may present themselves for the purpose of taking a drug test.

*Controlled Substance:* has the meaning assigned by the Title 21 United States Code (USC) Controlled Substances Act Section 21 USC 802 and includes all substances listed on Schedule I through V as they may be revised from time to time (21 CFR 1308), such as amphetamines, natural and synthetic opiates, marijuana, cocaine, barbiturates, methadone, phencyclidine, benzodiazepines and propoxyphene, and their metabolites, methaqualone, and prescription drugs for which the student does not have a current prescription.

*Drug Test:* Providing a blood and/or urine sample to be analyzed for the presence or absence of specific controlled substances, as well as for substitution, adulteration, or dilution of the sample.

*Positive Test:* The presence in the test sample of illegal drugs and/or metabolites, or of prescription drugs and metabolites for which the student does not have a current prescription (excluding medical marijuana), at levels exceeding current testing guidelines. Diluted test results may constitute positive test results.

*Drug:* Any substance (other than alcohol) that is a controlled substance as defined in this section.

*On Duty Time:* Beginning when a student arrives at a service-learning/internship/practicum site until the time he/she leaves the clinical rotation site, or all-time actively participating in any the College BEH Program class, lab, simulation, or other activities including volunteer activities.

*Reasonable Cause:* When the College or clinical rotation site believes the actions or appearance or conduct of a nursing student who is on duty is indicative of the use of alcohol or a controlled substance.

*Suspicion-Based Testing:* The student may be required to submit to a drug test if the BEH Program personnel or service-learning/internship/practicum site personnel have reasonable cause to believe that a student's performance problems or displayed behavior may be substance-related.

#### **Criminal Background Investigation**

BEH students may be subject to additional background checks mandated by a service learning/internship/practicum site.

## Technical Standards/ Essential Requirements Policy for service learning/internship/practicum

### BEH Student: Technical Standards/ Essential Requirements Policy

1. **Disability-Related Information** - Students are expected to participate fully in activities required by their service learning/internship/practicum site. (See the Essential Skills and Functional Abilities for BEH Students, shown below).
2. It is recommended that students requiring accommodations set up their initial appointment with the Office of [Accessibility Services](#) (719-502-3333) prior to starting the BEH BAS program. Students having a temporary medical condition that inhibits or restricts their activities while in the Program should also contact Accessibility Services. Specific information regarding the accommodation process is outlined below. Each service learning/internship/practicum site will have their own accommodation procedures.
3. Should a student become unable to participate fully in the Program's activities, he or she may be granted an Incomplete or be administratively withdrawn. Questions regarding a grade of Incomplete or an administrative withdraw should be directed to the Behavioral Health Department.

### Essential Skills and Functional Abilities for BEH Students, depending on service learning/internship/practicum site requirements

Individuals enrolled in the BEH BAS Program should be able to perform the essential skills as established by the Program to have the widest options for service learning/internship/practicum site access. If a student believes that he or she cannot meet one or more of the standards without accommodation, the student should request an appointment with [Accessibility Services](#).

Functional Ability	Standard	Examples of Required Activities in Clinical, Simulation, Skills Lab, and Lab Practice
Motor Abilities	Physical abilities and mobility are sufficient to execute gross motor skills, physical endurance, and strength, to provide patient care.  Lift and/or support 50 pounds.	Mobility is sufficient to carry out patient care procedures such as assisting with ambulation of clients, administering CPR, assisting with turning and lifting patients, providing care in confined spaces such as treatment room or operating suite.
Manual Dexterity	Demonstrate fine motor skills sufficient for providing safe behavioral health care.	Motor skills sufficient to handle small equipment such as writing implements, utensils (e.g., RBT skills).
Perceptual Sensory Ability	Sensory/perceptual ability to monitor and assess clients.	<ul style="list-style-type: none"> <li>• Sensory abilities are sufficient to hear alarms, auscultatory sounds, cries for help, etc.</li> <li>• Visual acuity to read/write notes</li> <li>• Tactile ability to feel pulses, temperature, palpate veins, etc.</li> <li>• Olfactory ability to detect smoke or noxious odor, etc.</li> </ul>

Behavioral/ Interpersonal/ Emotional	<ul style="list-style-type: none"> <li>• Ability to relate to colleagues, staff, and patients with honesty, civility, integrity, and in a nondiscriminatory manner.</li> <li>• Capacity for development of mature, sensitive, and effective therapeutic relationships.</li> <li>• Interpersonal abilities are sufficient for interaction with individuals, families, and groups from various social, emotional, cultural, and intellectual backgrounds.</li> <li>• Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism.</li> <li>• Capacity to demonstrate ethical behavior, including adherence to the professional nursing code and student code of conduct.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish rapport with patients/clients and colleagues.</li> <li>• Work with teams and workgroups.</li> <li>• Emotional skills are sufficient to remain calm in an emergency situation.</li> <li>• Behavioral skills are sufficient to demonstrate the exercise of good judgment and prompt completion of all responsibilities attendant to the diagnosis and care of clients.</li> <li>• Adapt rapidly to environmental changes and multiple tasks demands.</li> <li>• Maintain behavioral decorum in stressful situations.</li> </ul>
Safe environment for patients, families and co-workers	<ul style="list-style-type: none"> <li>• Ability to accurately identify clients.</li> <li>• Ability to effectively communicate with other caregivers.</li> <li>• Ability to administer medications safely and accurately.</li> <li>• Ability to operate equipment safely in the service learning/internship area.</li> <li>• Ability to recognize and minimize hazards that could increase behavioral health-associated infections.</li> <li>• Ability to recognize and minimize accident hazards in the service learning/internship/practicum setting including hazards that contribute to patient family and co-worker falls.</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritizes tasks to ensure client safety and standard of care.</li> <li>• Maintains adequate concentration and attention in client care settings.</li> <li>• Seeks assistance when the situation requires a higher level of expertise/experience.</li> <li>• Responds to alarms, emergency signals, call bell from patients, and orders in a rapid effective matter.</li> </ul>

Communication	<ul style="list-style-type: none"> <li>• Ability to communicate in English with accuracy, clarity, and efficiency with patients, their families, and other members of the health care team (including spoken and non-verbal communication, such as interpretation of facial expressions, affect, and body language).</li> <li>• Communicate professionally and civilly to the healthcare team including peers, instructors, and preceptors.</li> </ul>	<ul style="list-style-type: none"> <li>• Gives verbal directions to or follows verbal directions from other members of the team and participates in team discussions of client care.</li> <li>• Elicits and records information about health history, current health state, and responses to treatment from patients or family members.</li> <li>• Conveys information to clients and others as necessary to teach, direct, and counsel individuals in an accurate, effective, and timely manner.</li> <li>• Responds to alarms, emergency signals, call bell from patients, and orders in a rapid effective matter.</li> <li>• Establishes and maintains effective working relations with clients and co-workers.</li> <li>• Recognizes and reports critical client information to other caregivers.</li> </ul>
Cognitive/ Conceptual/ Quantitative Abilities	<ul style="list-style-type: none"> <li>• Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis, and synthesis.</li> <li>• Ability to gather data, to develop a plan of action, establish priorities, and monitor and evaluate treatment plans and modalities.</li> <li>• Ability to comprehend three-dimensional and spatial relationships.</li> <li>• Ability to react effectively in an emergency situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes and synthesizes data and develops an appropriate plan of care.</li> <li>• Collects data, prioritize needs, and anticipate reactions.</li> <li>• Recognizes an emergency situation and responds to quickly and effectively to safeguard the client and other caregivers.</li> <li>• Transfers knowledge from one situation to another.</li> <li>• Accurately processes information on physicians' orders, and monitor and equipment calibrations, printed documents, flow sheets, graphic sheets, and policy and procedural manuals.</li> </ul>
Punctuality/ Work habits	<ul style="list-style-type: none"> <li>• Ability to adhere to policies, procedures, and requirements as described in the BEH Student Handbook, PPSC Student Handbook, college catalog, and course syllabi.</li> <li>• Ability to complete classroom and service learning/internship/practicum assignments and submit</li> </ul>	<ul style="list-style-type: none"> <li>• Attends class and service learning/internship/practicum sites punctually.</li> <li>• Reads, understands, and adheres to all policies related to classroom and service learning/internship/practicum site experiences.</li> <li>• Contact instructor in advance of any absence or late arrival.</li> </ul>

	assignments at the required time. • Ability to adhere to the classroom and service learning/internship/practicum schedules.	• Understand and complete classroom and service learning/internship/practicum assignments by due date and time.
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### Technical Standards/ Essential Requirements Policy Explained

#### **Introduction**

The College has adopted the following technical standards for admission, progression, and graduation of all Behavioral Health Program students in courses involving direct client care. Candidates for these degrees must be able to meet these minimum standards, with or without reasonable accommodation, for successful completion of degree requirements.

#### **Observation**

The student must be able to observe lectures, demonstrations, research, and practice situations in behavioral health. The student must be able to observe intakes, assessments, and interventions to determine a client's condition and the effect of therapy. Observation necessitates the functional use of vision, hearing, tactile, and somatic senses.

#### **Communication**

A student must be able to communicate effectively in English with clients, teachers, and all members of the behavioral health team. The student must communicate with clients to elicit information regarding history, mood, and activity, and to perceive nonverbal communication. Communication includes speech, hearing, reading, writing, and computer literacy. A student must be able to report to members of the behavioral health team, express appropriate information to clients, and teach, explain, direct and counsel people. Examples of communication include the ability to detect audible alarms generated by mechanical systems such as those that monitor bodily functions, fire alarms, call bells, ability to observe and collect data from equipment and measurement devices used in client care. Students need the ability to communicate with clients and members of the behavioral health team in person and over the phone in a variety of settings where team members are wearing masks or there is background noise.

#### **Motor**

A student must have sufficient gross and fine motor skills, physical endurance, physical strength, mobility, vision, tactile abilities, and sense of smell to carry out service learning/internship/practicum site procedures and operate equipment safely. He/she must have sufficient motor function to elicit information from clients by observation and other interventions expected by the service learning/internship/practicum site. Depending on the service learning/internship/practicum site, the student may need to be able to lift and/or support at least 50 pounds to assist clients' safely. Certain chronic or recurrent illnesses and problems that could interfere with patient care or safety may be incompatible with particular service learning/internship/practicum sites. Some illnesses may lead to a higher likelihood of student absences and should be carefully considered when selecting service learning/internship/practicum sites.

#### **Intellectual, conceptual, integrative, and quantitative abilities**

The student must be able to read and understand written documents in English and to solve problems involving measurement, calculation, reasoning, memory, analysis, and synthesis. The student must be

able to synthesize knowledge and integrate the relevant aspects of a client's history, physical findings, and other relevant client information. The student must be able to use this information to develop a diagnosis, establish priorities, and monitor treatment plans and modalities. In addition, the site may require that the student be able to comprehend three-dimensional and spatial relationships.

#### **Behavioral and social attributes**

A student must have the capacity to demonstrate full utilization of her/his intellectual abilities, emotional stability, exercise good judgment under stressful, crisis, and non-crisis situations, and promptly complete all responsibilities pertaining to the diagnosis and care of clients in a variety of settings. The student must have the capacity to develop mature, sensitive, and effective therapeutic relationships with clients in a variety of settings and from different cultures.

#### **Individual client care must be performed regardless of the patient's race, ethnic group, age, gender, religious or political preference, ability to pay, sexual orientation, or diagnosis.**

Depending on the service learning/internship site, the student will be required to perform behavioral health interventions in various settings. The student must have the ability to perform service learning/internship/practicum site expectations that may be outside their personal level of comfort in these settings so that the client's needs are a top priority. The student must be able to tolerate physically and mentally taxing workloads and function effectively under stress. The student must be able to exhibit a level of consciousness and attentiveness that guarantees patient safety. Examples of unacceptable compromise include excessive somnolence, memory impairment, or an inability to retain pertinent details of a client's situation or to perform site specific required skills promptly. As a component of behavioral health education, a student must demonstrate ethical behavior, including adherence to the Student Code of Conduct.

Although student safety is of utmost importance, depending on the site, students may be exposed to a variety of communicable pathogens.

Deficiencies in knowledge, judgment, integrity, or professional attitude may jeopardize client care, and as a result, could become grounds for course failure and possible dismissal from the Behavioral Health Program.

#### **Service Learning/Internship/Practicum Expectations**

Service learning/internship/practicum experiences provide the opportunity for the student to integrate theory into a behavioral health setting. Punctuality and attendance at the service learning/internship/practicum site are mandatory. Please dress as required by your service learning/internship/practicum setting. Specifics regarding dress code will be discussed in individual courses that contain learning/internship/practicum expectations.

#### **Service Learning/Internship/Practicum Site Non-Responsibility for Pay**

Students at a service learning/internship/practicum site are not considered employees of the facility. Therefore, students are not eligible for benefits, pay, unemployment, workman's compensation, etc. The student will follow all rules, policies, and regulations of the service learning/internship/practicum site.

#### **Service Learning/Internship/Practicum Site and Employment**

Students choose a site where they are employed, the student may need to have permission from the instructor and employer.

It is the student's responsibility to notify their instructor if a significant other/family member is employed at the site where they will be completing their service learning/internship/practicum. Likewise, the instructor should be notified of a family member/significant other being cared for at the service learning/internship/practicum site where the student will be. The service learning/internship/practicum site coordinator, and the course instructor retain the final decision for the service learning/internship/practicum placement.

### **Service Learning/Internship/Practicum Site Transportation**

Students are responsible for providing their own transportation to the service learning/internship/practicum site and are expected to meet all scheduled established by the service learning/internship/practicum site. Students must follow all parking guidelines and policies of the service learning/internship/practicum site that they selected.

### **Professional Behavior**

Students will maintain a professional manner in the practicum site/shuttle and while representing the College. Inappropriate displays of verbal (cursing, shouting, etc.) and physical confrontation in these areas will be considered violations of professional behavior. Differences of opinion and issues will be handled in an open, sharing manner, but not in the presence of patients, visitors, and staff. Students are expected to communicate professionally, positively, and respectfully with faculty, adjunct faculty, health care staff, community professionals, patients, and students, etc. Violations of professional behavior may result in a violation of the [College Code of Student Conduct](#) and may result in disciplinary action up to and including dismissal from the BEH Program and failure of the course.

Safe Practice Guidelines (including but not limited to)

- Completes agency training, HIPAA and OSHA training required by the service learning/internship/practicum site due dates as assigned by the service learning/internship/practicum site
- Be adequately rested
- Follow agency policies and procedures
- Arrive early to the service learning/internship/practicum site to ensure you are ready to assume your assignment and remain for the assigned time
- Arrive at the service learning/internship/practicum site with all assigned paperwork/forms completed according to the rubric, course/clinical syllabi guidelines, or written direction
- As needed, provide a report/documentation to the service learning/internship/practicum staff
- Demonstrate the ability to perform skills appropriate to the level of training of the BEH student
- Adhere to the College Student Code of Conduct, BEH Program Student Handbook, Student Confidentiality Agreement, and syllabi guidelines
- Adhere to dress code/personal appearance/grooming as defined in this document (the BEH Program Student Handbook) and the dress code/personal appearance requirements of the service learning/internship/practicum site

### **Personal Appearance/ Grooming**

#### **Hair**

Hair should be clean and well-groomed. There may be additional requirements and expectations by the service learning/internship/practicum site.

#### **Tattoos**

Students with tattoos must follow the policies at their service learning/internship/practicum sites.

#### **Piercings/Jewelry**

Students must follow the policies at their service learning/internship/practicum sites.

#### **Smoking/Offensive Odors**

Smoking, the use of e-cigarettes, and the use of chewing tobacco are not permitted at the service learning/internship/practicum site. A student who smokes cigarettes must take precautions that smoking odor is not present on clothes or breath during service learning/internship/practicum hours.

Students should also ensure that offensive body odors or strong fragrances are not present.

#### **Miscellaneous**

Leave all valuables at home when at service learning/internship/practicum sites. The service learning/internship/practicum sites and the College are not responsible for lost or stolen items.

Certain agencies may have additional dress codes to be followed.

#### **Service-Learning Absences**

Service learning/internship/practicum hours are mandatory and if hours are missed, they will need to be made up. It is the student's responsibility to adjust their schedule to meet the prescribed makeup dates/times/shifts.

#### **Return to Service Learning/Internship/Practicum after Illness or Injury**

A doctor's or medical care provider's clearance may be required before the student returns to the service learning/internship/practicum site following illness or injury. The service learning/internship/practicum site retains the right to ask for formal documentation before allowing a student to return to the service learning/internship/practicum setting.

#### **COVID, Contagious Disease(s) or Illness**

Students who are ill or develop COVID-19 [symptoms as defined by the CDC](#) need to stay home from school and the service learning/internship/practicum site. They should contact their primary healthcare providers (call before going to the office or Emergency Department) for direction.

If a student cannot pass the service learning/internship/practicum site illness screener (e.g., temperature, cough, etc.), or exhibits signs of an apparent, confirmed contagious disease, illness, or positive COVID test notify the service learning/internship/practicum before going to the site to prevent the spread of COVID, such disease, or illness to other students, clients, or people.

#### **Service Learning/Internship/Practicum Incidents**

An incident is defined as any occurrence that will require an "unusual occurrence" (or as defined by the service learning/internship/practicum site) form to be completed.

1. The student immediately reports the incident to the service learning/internship/practicum site supervisor.
2. The service learning/internship/practicum site supervisor investigates the incident.
3. The service learning/internship/practicum site supervisor will advise the student to report the incident to the appropriate staff.
4. The student and the service learning/internship/practicum site supervisor will complete any paperwork required by the facility.
5. The service learning/internship/practicum site supervisor will notify the College contact and student's instructor of the incident.
6. The student writes a summary of the nature of the incident and submits one copy of this to the service learning/internship/practicum site supervisor and one copy to the course instructor.
  - a. Summaries are to be submitted within three working days of the incident. Other written assignments may be required by the lead course faculty.
7. The service learning/internship/practicum site supervisor will submit a summary of the incident to the lead faculty.
8. The course instructor will discuss the incident with the service learning/internship/practicum Program Director.
9. Action/follow-up will be determined depending on the severity of the concern.

## **Insurance**

Each student is covered by a general liability insurance policy through PPSC if they are at a site that has a Memorandum of Understanding (MOU) with PPSC. Students may be charged a liability fee on selected BEH courses in the future starting Fall 2026. The College's Financial Services Office will bill each student for the annual premium cost.

For more information on this, see the link under [Liability Insurance, Tuition and Fees](#)

If the service learning/internship site has an MOU with PPSC, then then student is covered by worker's compensation. However, worker's compensation will only apply if no remuneration (e.g., payment, coverage) is provided to the student from the service learning/internship site.

## **Worker's Compensation: Reporting Injuries**

Please read and follow the directions below, as well as in the letter, and complete the form following the letter.

Injuries in Off Campus Clinical Settings (Related to School Sponsored Activities)

### 1. Reporting Injuries

- Immediately report an injury to clinical instructor or supervisor.
- Contact program administrator so that he/she can notify Laura Genschorck in Human Resources (phone: 719-502-2005).
- Clinical Instructor may fill out an Authorization for Examination or Treatment form or verbal permission may be obtained over the phone with Laura Genschorck.
- Complete the "Student Statement of Injury or Incident" form. File this report as soon as possible or within 4 days of the incident.
- The instructor will take care of the completed reports with Laura Genschorck in Human Resources.

Note: If you have any questions, contact Laura Genschorck in Human Resources (phone: 719-502-2005).

### 2. Seeking Medical Treatment

- Students have the right to refuse treatment, however this must be documented on the report form and signed by appropriate personnel.
- Non-emergency care should be provided by our designated providers listed on the next page.
- EMERGENCY care should be provided by the closest hospital or care center for initial treatment.
- ALL FOLLOW UP CARE MUST BE PROVIDED BY A PROVIDER ON THE DESIGNATED PROVIDER LIST (see next page).

***Students and employees following these procedures will not be held responsible for any bills incurred for related treatment.***



Dear Injured Worker/Student Intern:

I am sorry to learn that you have been injured on the job. I will file a claim with our workers' compensation third party administrator, Broadspire. Broadspire will contact you with your claim number and additional information very soon. In the meantime, you should see one of the medical providers we have selected to treat our injured employees. If you decide to seek treatment from one of our designated providers, please contact me. These medical providers specialize in on-the-job injuries. Our designated providers are:

Concentra South Academy  
2322 S. Academy Blvd.  
719-390-1727

Concentra Bijou  
402 W. Bijou St.  
719-302-6942

Concentra Rockrimmon  
5320 Mark Dabling Blvd.  
Bldg. 7, Suite 100  
719-592-1584

Concentra Austin Bluffs  
4083 Austin Bluffs Pkwy.  
719-594-0046

Concentra Sisters Grove Pavillion  
6011 E. Woodmen Road, Suite 100  
719-571-88888

ALL CONCENTRA LOCATIONS OFFER FREE TRANSPORTATION TO AND FROM DOCTOR APPOINTMENTS contact Laura Genschorek at 719-502-2005 for more information.

UCHealth Occupational Medicine  
1035 West Garden of the Gods Road  
719-365-3200

UCHealth Occupational Medicine  
11605 Meridian Market View  
719-364-9561

UCHealth Occupational Medicine  
4323 Integrity Center Point  
719-591-2558

MBI Workwell  
1495 Garden of the Gods Road  
719-260-9797

MBI Workwell  
3001 South Academy Blvd Suite 110  
719-428-6065

If you would like to be seen please contact one of the providers as soon as possible. After your first appointment, please follow up with me so we can review your medical status and work capabilities together. If you have any questions, please feel free to talk to me. Our goal is to ensure that you get the care you need to recover quickly and return to work as soon as possible.

Sincerely,  
Laura Genschorek

Laura Genschorek  
Benefit & Risk Coordinator  
Room B-200  
719-502-2005

Workers' compensation insurance contact information:  
[Broadspire](mailto:Broadspire), 866-830-2383, [customer\\_relations@choosebroadspire.com](mailto:customer_relations@choosebroadspire.com)

**Incident Report Form PPSC**

**PPSC Student Statement of Injury or Incident**

Your Name: \_\_\_\_\_ Phone: \_\_\_\_\_ DOB: \_\_\_\_\_

Your Social Security #: \_\_\_\_\_

Address: \_\_\_\_\_ Zip: \_\_\_\_\_

Job Title: \_\_\_\_\_ Years Attending PPSC \_\_\_\_\_

Department: \_\_\_\_\_ Division: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_ Phone: \_\_\_\_\_

**Description of Accident**

Date of Accident: \_\_\_\_\_ Time of Accident: \_\_\_\_\_ Normal Clinical or Intern Hours (e.g., 9-3 M-F): \_\_\_\_\_

Place Where Accident Occurred (name and address of clinical or intern site) \_\_\_\_\_

What activity were you doing when accident occurred? \_\_\_\_\_

Exactly what happened to cause the injury? \_\_\_\_\_

Specify your injury(s): (Be specific: left, right, etc.) \_\_\_\_\_

Witnesses \_\_\_\_\_

Your Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**I acknowledge that I have received the list of designated providers.**

Your Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Student Confidentiality Agreement – Read & Sign**

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### **Responsibilities of Student**

While involved in any clinical learning experience, the student will adhere to service learning/internship/practicum policies.

### **Patient Confidentiality**

The student recognizes that the knowledge and information acquired concerning any client's health care and medical records or any other personal or private information is confidential information. The student agrees that this confidential information will not be disclosed or used except for the clinical learning experience (i.e., in relation to giving care and sharing information in conference or classroom situations with other students). Clients are not to be discussed in elevators, hallways, cafeterias, on buses transporting students to clinical, etc., wherever someone other than an authorized person may overhear.

Students may not use any electronic means of transmitting confidential patient information to include but not limited to blogs, social networking sites, transmitting or taking photos or video, texting, or emails. Violations of the patient's Health Insurance Portability and Accountability Act (HIPAA) rights will be grounds for dismissal from the Behavioral Health Program and will result in course failure.

### **FERPA: Family Education Rights and Privacy Act**

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Behavioral Health students must be aware that this law applies to them and must not disclose any other student's information without their permission. Student information includes the use of the student's name, S number or SSN, photo, or other personally identifiable information. Disclosing student information includes providing class schedules to unauthorized third parties for purposes of locating students. An example would be posting a clinical group list on Facebook or other social media.

### **Unauthorized Removal of Supplies**

No agency supplies/materials may be deliberately removed from the service learning/internship/practicum site and taken home, to the college, or anywhere else for any reason.

Signed \_\_\_\_\_

Print Name \_\_\_\_\_

Date \_\_\_\_\_ Student S # \_\_\_\_\_

Academic Year/Program \_\_\_\_\_

\*Sign and return to the Behavioral Health Program Workforce Manager

**Acknowledgment of Written Requirements – Read & Sign**

I understand that I am responsible for providing the service learning/internship/practicum site with any necessary required documentation such as initial immunization forms, proof of background checks, and required updates for BLS or immunizations throughout the service learning/internship/practicum duration.

I understand that a lack of proper documentation means I am not eligible to attend service learning/internship/practicum at that location.

Failure to provide required documentation may also require withdrawal from the course requiring service learning/internship/practicum hours. If a withdrawal is necessary, I understand that I may be required to submit a Student Readmission Plan requesting re-entry to the Behavioral Health program and to follow the readmission policies found in the Behavioral Health Student Handbook.

**The College Behavioral Health Program does not provide copies of service learning/internship/practicum site required information nor syllabi. Students are responsible for keeping all originals for their records.**

My signature authorizes the College to release information concerning Program Requirements to clinical facilities if requested.

Student signature:

Signed \_\_\_\_\_

Print Name \_\_\_\_\_

Date \_\_\_\_\_ Student S # \_\_\_\_\_

\*Original to be kept in the student file by Behavioral Health Workforce Manager.

## **Assumption of Risk: Service Learning/Internship/Practicum Experiences**

Service learning/internship/practicum experiences are a required component of the Behavioral Health Program at this College.

These experiences allow students to observe and practice skills and techniques learned in class which enables students to develop critical thinking skills that are important for the behavioral health setting. Service learning/internship/practicum experiences occur in rehab, hospitals, mental health treatment environments, clinics, outpatient settings, schools, community organizations, and other appropriate settings where students can interact with professionals and clients.

Potential risks of completing service learning/internship/practicum experiences include, but are not limited to:

### **Generalized list of possible items that a student may be exposed to but are limited to:**

- Exposure to infectious diseases through blood or other body fluids via skin
- Exposure to infectious diseases through droplet or air-borne transmission
- Environmental hazards, including slippery floors and electrical hazards
- Physical injuries, including back injuries
- Psychosocial hazards
- Offensive, inappropriate, or dangerous conduct by patients, clients or community partners, including violence, harassment, and sexual harassment

These risks can lead to serious complications, trauma, bodily injury or death.

Any occurrence needs to be reported immediately to your service learning/internship/practicum site contact and course instructor who will determine the proper reporting and documentation regarding the service learning/internship/practicum site and College protocols.

### **SPECIAL NOTICE REGARDING COVID-19**

COVID-19, the disease caused by the novel coronavirus, is a highly contagious disease that causes symptoms that can range from mild (or no) symptoms to severe illness. COVID-19 can cause severe and lasting health complications, including death. Everyone is at risk of COVID-19.

Although anyone who contracts COVID-19 may experience severe complications, the CDC has found that individuals with certain underlying health conditions are at higher risk of developing severe complications from COVID-19. These medical conditions include chronic lung disease, asthma, conditions that cause a person to be immunocompromised, obesity, diabetes, chronic kidney disease and liver disease.

COVID-19 is believed to spread primarily by coming into close contact with a person who has COVID-19 and may also spread by touching a surface or object that has the virus on it, and then touching one's mouth, nose or eyes. Much remains unknown about COVID-19. Further research may reveal additional information regarding the disease, including how it spreads and what health complications, including long-term complications, can result from contracting it ([CDC](#)). Participating in clinical experiences, even when wearing recommended PPE, may increase the risk of contracting COVID-19, and these risks cannot be eliminated.

**(continued on next page)**

**ACKNOWLEDGEMENT OF RISK**

I certify that I have carefully read and understand this document. I acknowledge and understand that, as explained in this document, my degree program requires the participation in the service learning/internship/practicum experiences, and that such participation carries risks that cannot be eliminated. I fully understand these risks.

I understand that it is my responsibility to follow all instructor and service learning/internship/practicum site supervisor instructions and take all available precautions so that the risk of exposure is minimized. I will follow all program specific information relating to prevention of diseases.

Knowing these risks, I certify that I desire to pursue my chosen degree program, including the participation in clinical experiences. I expressly agree and promise to accept and assume all risks associated with doing so. I am voluntarily agreeing to be bound by this document's terms.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student (print name)

\*Sign and return to Behavioral Health Workforce Manager

## Service Learning/Internship Documents

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### INTERNSHIP ENROLLMENT PACKET (return completed form to the course instructor)

#### STUDENT INFORMATION

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<b>Student's Name</b>	<b>Student ID#</b>
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<b>Student's Address</b>	<b>City</b>	<b>State</b>	<b>Zip</b>
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<b>Home Phone</b>	<b>Work Phone</b>	<b>Cell Phone</b>	<b>Email Address (required)</b>
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**Academic Major/Interest:** \_\_\_\_\_

#### STUDENT AGREEMENT

As a student committed to completing internship hours, I agree to devote \_\_\_\_\_ hours per week for the time period from \_\_\_\_\_ (MM/DD/YR) to \_\_\_\_\_ (MM/DD/YR) in the fulfillment of the service objectives described below to meet academic requirements of this Internship experience.

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<b>Student Signature</b>	<b>Date</b>	<b>Parent Signature (if student is under 18)</b>	<b>Date</b>
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#### PIKES PEAK STATE COLLEGE FACULTY/INSTRUCTOR AGREEMENT

I have examined \_\_\_\_\_'s learning plan (described below) and find it satisfactory.

Upon my evaluation of the Student Contact Log & the Student Evaluation and other classroom requirements (if any), I will award \_\_\_\_\_ credit(s) for the \_\_\_\_\_ class.

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<b>Faculty/Instructor Signature</b>	<b>Date</b>	<b>Faculty/Instructor Printed Name</b>	<b>Date</b>
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#### COURSE LEARNING OBJECTIVE AND RELEVANCE

Please describe below (1) your principle learning objectives for this project (i.e. knowledge/understanding/skills you wish to gain/develop), (2) the significance of your learning objective (i.e. why you wish to learn this), and (3) the implementation methods you will use to achieve your learning objective. (i.e. specific activities by which you will accomplish your learning objective. How does this relate to your academic interests?):

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**INTERNSHIP COURSE INFORMATION**

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Year	Fall/Spring/Summer	# of Credit Hours
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**INTERNSHIP LOCATION FORM**

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<b>Agency Name</b>	<b>Telephone</b>	<b>Fax</b>
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<b>Supervisor Name</b>	<b>Supervisor Title</b>	<b>Email Address</b>
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<b>Agency Address</b>	<b>City</b>	<b>State</b>	<b>Zip</b>
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As supervisor to \_\_\_\_\_, I hereby agree to guide their work done under my direction (as outlined below), and to submit a final evaluation of the student's work.

**SERVICE OBJECTIVE**

Student, after discussing this with your agency supervisor, please describe the service objective you intend to pursue in this project and the implementation methods you will use to achieve your service objective. Remember, your service must relate to the course discipline.

**Service Objective:** (What service are you doing at the agency? What have you agreed to do as a volunteer with the agency?)

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**Implementation:** (How will you achieve your service objective? Did you and the agency determine specific objectives?)

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**DISCLAIMER:**

The Agency shall provide the Student with safe working conditions within which to provide the Services. The Agency shall not direct or permit Students to undertake activities that may be risky or inherently dangerous. The Agency shall provide sufficient instruction to the Student so that the Services provided meet both the Student's need to learn and the Agency's service needs. At the College's request, the Agency shall provide the College with a written evaluation of the Services that each Student provides. The Agency agrees that Students accepted by the Agency for Service will in no manner be considered employees, agents, or volunteers of the College, and that the Service relationship which is established will be solely between the Agency and the Student.

**Agency Supervisor Signature**

**Date**

**PIKES PEAK STATE COLLEGE**

**INTERNSHIP  
ASSUMPTION OF RISK & RELEASE OF LIABILITY**

For Students

*Caution: This is a release of legal rights. Read and understand it before signing*

Pikes Peak State College (“College”) is a public educational institution. References to the College include all of its officers, officials, employees, volunteers, students, agents, and assigns.

I, \_\_\_\_\_, S# \_\_\_\_\_, will be participating as an Internship student from \_\_\_\_\_ to \_\_\_\_\_.

In consideration of my participation in this program, I agree as follows:

**RISK OF PROGRAM ACTIVITIES:** I understand that my participation in the College Program specified above involves risks of physical harm and injury inherent in service activities including, but not limited to, working with people, participating in sports and recreation activities, cleaning and maintenance projects, preparing and serving food, and other service activities.

**INSTITUTIONAL ARRANGEMENTS:** I understand that the College is not an agent of, and has no responsibility for, any third party that I may provide any services to. I understand that the College provides guidance and facilitates my service and learning activities only as a component of my community-engaged education experience and that accordingly, the College accepts no responsibility, in whole or in part, for loss, damage, or injury to persons or property whatsoever, caused to me or others while participating in the experience. I further understand that the College is not responsible for matters that are beyond its control.

**INDEPENDENT ACTIVITY:** I understand that the College is not responsible for any loss or damage I may suffer when I am doing service activities and that the College cannot and does not guarantee my personal safety. In addition, I specifically acknowledge that in performing program activities, I am doing so independently in the status of a student of the program I choose, and not as an employee, or agent of College. I further waive any and all claims which may arise from such program activities, acknowledge that workers’ compensation benefits are not provided to me in my capacity as a student, and hold the College harmless from any of my negligent acts. I further understand and state that I am not in any way an employee of the College while performing this service or engaged in this project.

I further agree that I am solely responsible for my own equipment, supplies, personal property, and effects during the course of program activities. In addition, I agree that if I drive or provide my own motor vehicle for transportation to, during, or from the service site, I am responsible for my own acts and for the safety and security of my own vehicle. I accept full responsibility for the liability of myself and my passengers, and I understand that if I am a passenger in such a private vehicle, the College is not in any way responsible for the safety of such transportation and that the College’s insurance does not cover any damage or injury suffered in the course of traveling in such a vehicle

**HEALTH AND SAFETY:** I have been advised to consult with a medical doctor with regard to my personal medical needs. I state that there are no health-related reasons or problems that preclude or restrict my participation in this program. I have obtained the required immunizations, if any.

I understand that I may be required to pay up front for my medical expenses that I incur while participating in this program. Further, I understand that I am responsible to submit any medical receipts to my insurance carrier upon my return. I recognize that the College is not obligated to attend to any of my medical or medication needs, and I assume all risk and responsibility therefore. The College may (but is not obligated to) take any actions it considers to be warranted under the circumstances regarding my health and safety. Such actions do not create a special relationship between PPSC and me. I release PPSC, its officers, officials, employees, volunteers, students, agents, and assigns from all liability for any bodily injury or damage I sustain as a result of any medical care that I receive resulting from my participation in the Internship, as well as any medical treatment decision or recommendation made by an employee or agent of PPSC. I agree to pay all expenses relating thereto and release the College from any liability for any actions.

Participating in any activity is an acceptance of some risk of injury. I agree that my safety is primarily dependent upon taking care of myself. I understand that it is my responsibility to know what personal equipment is required (such as footwear, clothing, and other personal protective equipment) and provide the proper personal equipment for my participation in the program, and to ensure that it is good and suitable condition. I agree to ask questions to make sure that I know how to safely participate in program activities, and I agree to observe the rules and practices which may be employed to minimize the risk of injury while participating in program activities. I agree to reduce the risk of injury to myself or others by limiting my participation to reflect my personal fitness level, wearing the proper protection as dictated by the activity, not wearing anything that would pose a hazard in the performance of the activity, not ingesting or using any substance during the activity which could pose a hazard to myself or others. I agree that if I fail to act in accordance with this agreement that I may not be permitted to continue to participate in the activity.

**ASSUMPTION OF RISK AND RELEASE OF LIABILITY:** I understand that I may be injured and lose or damage personal property as a result of participation in the program. Therefore, I assume all risks related to program activities. Knowing the risks described above, and in consideration of being permitted to participate in the Program, I agree to release, indemnify, and defend the College and their officials, officers, employees, agents, volunteers, sponsors, and students from and against any claim which I, the participant, my parents or legal guardian or any other person may have for any losses, damages, or injuries arising out of or in connection with my participation in this program.

**SIGNATURE:** I indicate that by signature below that I have read the terms and conditions of participation and agree to abide by them. I have carefully read this Agreement and acknowledge that I understand it. No representation, statements, or inducements, oral or written, apart from the foregoing written statement, have been made. If any portion of this Agreement is held invalid, the rest of the document shall continue in full force and effect.

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Signature of Program Participant Date

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Signature of Parent or Legal Guardian (if student is a minor)

Date



**Internship – Student Evaluation Form**

\*Student: Make sure this form is completed and returned to your course faculty member/instructor for grading.

**STUDENT:** \_\_\_\_\_ **S#:** \_\_\_\_\_

**PHONE #:** \_\_\_\_\_ **ADDRESS:** \_\_\_\_\_ **CITY//STATE//ZIP:** \_\_\_\_\_

**FACULTY/INSTRUCTOR:** \_\_\_\_\_ **COURSE #:** \_\_\_\_\_ **HOURS REQUIRED:** \_\_\_\_\_

**AGENCY NAME:** \_\_\_\_\_

**AGENCY ADDRESS:** \_\_\_\_\_ **CITY/STATE//ZIP:** \_\_\_\_\_

**AGENCY SUPERVISOR:** \_\_\_\_\_ **PHONE #:** \_\_\_\_\_

**STUDENT EVALUATION**

\*To Be Completed by agency site supervisor after service hours have been completed.

*Please rate this student accordingly - provide a brief explanation when necessary and make specific positive comments on their motivation, interpersonal skills, work ethic, and other skills or attributes you have observed.*

<b>This student...</b>	<b>Excellent</b>	<b>Outstanding</b>	<b>Good</b>	<b>Fair</b>	<b>Needs Improvement</b>
Works well with agency employees and clients:	5	4	3	2	1
Takes initiative, “jumps right in” as appropriate:	5	4	3	2	1
Is actively engaged in appropriate service activities when possible:	5	4	3	2	1
Exhibits a positive and cooperative attitude:	5	4	3	2	1
Attends as expected and is on time:	5	4	3	2	1




**AGENCY SUPERVISOR'S  
SIGNATURE:**

**DATE:**

\_\_\_\_\_

**TOTAL HOURS:** \_\_\_\_\_

## **Americans with Disabilities Act (ADA)**

The College abides by the Americans with Disabilities Act (see [U.S. Department of Education Disability Discrimination](#)) by providing student accommodations when appropriate through Accessibility Services. [Accessibility Services](#) strives to create an accessible environment by providing reasonable and appropriate services and accommodations for students with documented disabilities. The college is committed to providing quality educational support for the diverse needs of its students. Accessibility Services is available to the College community – students, faculty, and staff – for consultation and collaboration on disability issues.

Any student eligible for and needing academic accommodations because of a disability must speak with the Accessibility Services at 719- 502-3333. New students should do this 6-8 weeks\* before the semester begins and returning students should do this 4-8 weeks before the beginning of every semester.

The following link provides additional information: [Accessibility Services](#). Please read the information carefully.

Accommodation requests are evaluated individually by Accessibility Services to make a determination regarding the provision of reasonable accommodations based on a review and analysis of documentation and circumstances. Informing other staff or faculty does not constitute registering with Accessibility Services. It is the policy of the College to provide reasonable accommodation to qualified students with disabilities so they can meet these required technical standards. Whether or not a requested accommodation is reasonable will be determined on an individual basis.

Please note that accommodations will not be provided even on a provisional basis if there is no indication of a qualifying disability as determined by an Accessibility Services Accommodation Request Determination review. Also, required course Standard Competencies or required essential job duties of a service learning/internship/practicum site may not permit the implementation of any supported accommodation(s).

It is the responsibility of students requesting an accommodation due to a qualifying disability to self-identify by registering with Accessibility Services, to apply for supportive services, and to furnish documentation about the nature and extent of their disability. This information is kept confidential and will be used to plan for appropriate services and accommodations. Students must meet with their disability specialist at the beginning of each semester to discuss arrangements for needed accommodations.

After Accessibility Services meets with a student to discuss requested accommodations, students should make an appointment with their faculty during the first week of class and bring the **Disability Services Notification for Faculty** form that specifies the accommodation(s) needed for their class. **All arrangements for accommodations must be agreed upon, in writing, and signed by the student, an accessibility services Disability Specialist and the faculty.** Because accommodations are not retroactive, it is best to obtain accommodations before the first week of class. Also: It is the student's responsibility to self-advocate for approved accommodations that are not being provided since accommodations cannot be provided retroactively.

All students, with or without a documented disability, must adhere to the Student Code of Conduct. Please contact Accessibility Services if you are struggling with a full-time course load only to qualify for health insurance benefits, whether or not you have a disability.

**\*Even if you haven't met these timelines, please still call Accessibility Services for information or an appointment.**

## **Graduation**

Graduation requirements are presented in the College Catalog. It is the student's responsibility to follow and complete all required graduation processes and applications by the due dates. Requests for graduation must be processed as indicated in the College catalog/semester bulletin/schedule.

Students will be responsible for submitting forms with correct information to the Records Department as well as ensuring all transfer credits are correctly recorded. Financial obligations must be taken care of, or the processing of paperwork for transfer, graduation, transcript processing, etc. may be in jeopardy.

See link for graduation application and deadlines: [Graduation](#)

## **Withdrawal**

The College acknowledges a "W" grade, representing student withdrawal. The Catalog states, "The "Withdrawal" grade is assigned when a student officially withdraws from a course. A withdrawal can only be processed during the first 80 percent of the course. No academic credit is awarded. The course will count in attempted hours."

The instructional calendar includes information for the last date to withdraw with a grade of "W". It is the student's responsibility to keep up with the dates and deadlines for withdrawal.

If a student wishes to withdraw from a nursing course, the student should contact their lead faculty and then officially withdraw from the course through the Records Department.

Before withdrawing, check with Enrollment Services to understand how dropping courses may affect your Financial Aid.

See link about withdrawal within "Adding and Dropping Courses" at [Registration Frequently Asked Questions](#).

The College Grading System: [Grading System](#)

## **Incompletes**

PPSC acknowledges an "I" grade, representing an incomplete for a course. An "I" grade will be issued only if the student has completed more than 75% of the course requirements and has an emergency that cannot be resolved before the end of the semester. For nursing courses that have a lecture and clinical component, more than 75% of the course requirements in each of the course's components need to be completed for an Incomplete to be considered.

If the course faculty and director approve an Incomplete, the student is responsible to sign and agree to a contract for work that needs to be completed. All remaining work must be satisfactorily completed by the contracted date before the end of the next semester or a grade of "F" will be issued for the course. Students receiving an incomplete grade in a nursing course will not be allowed to continue into any following courses until the incomplete is completed and a passing grade is earned.

Details for the contract to complete course work are located under the “I” Incomplete in the link, [Grading System- Incomplete](#).

### **Progression/Dismissal/Readmission**

*Progression.* To progress through the Behavioral Health Program, a student must achieve a grade of “C”/70% or better in every CSL course. Students with grades lower than a “C”/70% in a CSL course will need to repeat it, potentially at their own expense.

*Dismissal.* Students must also maintain the professional behaviors identified for the Behavioral Health Program. A student who does not achieve these standards may be dismissed from the Behavioral Health Program.

*Readmission.* This applies to students who have deferred, dropped, withdrawn, or stopped out of the program for greater than 2 semesters (4 bi-mesters) and those who have been dismissed from the program.

Readmission cannot be guaranteed and will be on a space-available basis. To be considered for readmission, the student must create a written success plan with SMART goals that are directly related to success in the program. This written plan must also identify and evaluate reasons for not being successful.

#### **Eligibility for program Readmission**

1. If a student steps out or takes a break from the program, but is in good standing
  - a. The student must submit a letter of intent to return and a written plan (as indicated above) to the Program Manager/Department Chair.
  - b. The student must meet in-person with the Program Manager/Department Chair.
  - c. If less than 2 semesters (4 bi-mesters) the student can continue in the BEH curriculum where they left off, on a space-available basis.
  - d. If greater than 2 semesters (4 bi-mesters) since the last course was completed, the student must reapply to the BEH program following the current initial admission procedure. See also [Returning Student](#) information from the College.
  - e. The student may need to repeat the background check and other service learning/internship/practicum site required testing at their own expense.
2. If a student is dismissed from the program,
  - a. The student must submit a letter of intent to return and a written plan (as indicated above) to the Program Manager/Department Chair. This written plan must also include directly addressing the reason why the student was dismissed from the program, as well as specific examples of how that issues has been resolved and will not occur again.
  - b. The student must meet in-person with the Program Manager/Department Chair.
  - c. The Program Manager/Department Chair will consult with the Associate Dean or Dean of the AHSS Division, prior to making a determination on the student's readmission.
  - d. A written response to the student’s request for readmission will be sent by the Program Manager/Department Chair to the student’s college email address, if active. If inactive, it will be sent to the physical address on file.
    - i. With permission from the Program Manager/Department Chair, if less than 2 semesters (4 bi-mesters) the student can continue in the BEH curriculum where they left off, on a space-available basis.

- ii. If greater than 2 semesters (4 bi-mesters) since the last course was completed, the student must reapply to the BEH program following the current initial admission procedure. See also [Returning Student](#) information from the College.

## Student Readmission Plan

\*To be filled out during the in-person meeting with the Program Manager/Department Chair

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student S#: \_\_\_\_\_ School Email: \_\_\_\_\_

Phone: \_\_\_\_\_ Permanent Email: \_\_\_\_\_

Reason for Leaving:

How did each item impact your ability to be successful this semester?  
Choose a number from 1-5 and mark your answer.

	Strong Impact	Some Impact	Neutral	Little Impact	No Impact
Transportation	1	2	3	4	5
Financial Stress	1	2	3	4	5
Class Schedule	1	2	3	4	5
Family Crisis/Responsibility	1	2	3	4	5
Employment Hours	1	2	3	4	5
Academic Difficulty/Failure	1	2	3	4	5
Child-care Issues	1	2	3	4	5
Personal Health Status	1	2	3	4	5
Leaving Nursing Major	1	2	3	4	5

Of the list above which issue was the main reason for not being successful in the program? Explain your answer.

Semester of Desired Return (Remember it is based on space available): \_\_\_\_\_

Student provided written plan for success.\*  Yes  No

If no, then readmission will not be considered.

\*Plan for success must include SMART goals that are directly related to success in the program, identify and evaluate reasons for not being successful. If dismissed from the program, the plan for success must also include directly addressing the reason why the student was dismissed from the program, as well as specific examples of how that issue(s) has been resolved and will not occur again.

## Grading/Evaluation Policies

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An overall GPA of 2.0 or higher must be maintained for the student to progress in the Behavioral Health Program. The evaluation procedure for computing the theory grade and the general and specific performance criteria for each course are given to the student in writing in the syllabus and/or on the first day of class.

Percentage Value for Grades:

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=Below 59%

**Passing a CSL class is 70% or above as per the Behavioral Health Administration.**

**All course grade calculations will be done by the following process:**

The total number of points achieved divided by the total number of course points will equal the final course percentage.

The total calculation will only be made at the END of the course grading period. For example, individual test grades as percentages will not be used in the calculation of final grades.

Students should refer to individual course syllabi for complete explanations of possible course points, quizzes, exams, and any other assignment. It is the student's responsibility to clarify all grading questions with the instructor. Please refer to individual course syllabi for policies related to late work and other course specific information.

## Testing/Quiz Policy

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Online quizzes administered through D2L will be assigned during the Behavioral Health program. All exams are to be taken during scheduled times and must be completed prior to the closing date/time. If a student is unable to take an exam at the scheduled time due to extenuating circumstances, the student must notify the instructor (see course syllabus for instructions on how to contact the course instructor).

Quizzes are meant to be taken independently by the student and represent the student's own work and thoughts. Points may be deducted as described in individual course syllabi if quizzes are taken after the due date.

## Discussion Post Rubric

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It is mandatory for students to participate in discussion board posts. It is their participation in the course. Each discussion post will be graded according to the rubric in D2L, and open and close according to individual course syllabi. Posts will be submitted and cited using APA format. When an instructor asks a question about the post, the student is required to respond.

## APA Papers

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- Papers will be written according to current APA guidelines for student papers. All papers will be submitted on-line and may require a Turnitin report. The similarity report must demonstrate less

than a 25% similarity finding. The report sometimes takes up to 24 hours to generate on D2L, so make sure that papers are submitted in ample time to allow for the report to be included.

- Papers submitted in the Behavioral Health program will be graded according to the rubric assigned by individual course instructors. Please follow the rubrics carefully as they indicate the expectations for the paper and how items will be assigned point values.

## **Health Insurance Portability and Accountability Act (HIPAA)**

Students will follow HIPAA guidelines. All students must sign and return the confidentiality agreement as requested in a course with service learning/internship/practicum requirements. Violations of HIPAA are very serious and may result in dismissal from the BEH Program. If the student has any questions concerning rules pertaining to confidentiality, it is their responsibility to ask for guidance from their instructors. Below is a brief summary of HIPAA expectations. Students are responsible for a complete and functional understanding of HIPAA. For a full list of HIPAA requirements please read [HIPAA for Professionals](#).

### **Patient Confidentiality (summary)**

The student recognizes that the knowledge and information acquired concerning any client's health care and medical records or any other personal or private information is confidential information. The student agrees that this confidential information will not be disclosed or used except for the service learning/internship/practicum learning experience (e.g., in relation to giving care and sharing information in conference or classroom situations with other students). Clients are not to be discussed in elevators, hallways, cafeterias, on buses transporting students to clinical, etc., wherever someone other than an authorized person may overhear.

Students may not use any electronic means of transmitting confidential client information to include but not limited to blogs, social networking sites, transmitting or taking photos or video, texting, or emails. Violations of the patient's Health Insurance Portability and Accountability Act (HIPAA) rights will be grounds for dismissal from the Behavioral Health Program and will result in a course failure.

Students must:

- **Never** print any part of the client record at the clinical setting
- **Never** copy or download any part of the client's medical record/EHR to a thumb/flash drive or electronic device
- **Never** photograph a screenshot of any client information from the electronic client record
- **Always** place any notes, report sheets, etc. in the shred bin before leaving the service learning/internship/practicum site
- **Never** leave the service learning/internship/practicum site with any notes, report sheets, etc.
- **Never** disseminate any correspondence marked confidential from any service learning/internship/practicum facility
- **Never** copy and paste text directly from a source to your paperwork without a citation
- **Never** paraphrase from a source without a citation
- **Never** turn in someone else's work as your own
- **Never** copy from a source only changing a few words and phrases to disguise plagiarism, use your own words
- **Always** place quotation marks around and cite any work that you use a direct quote from. Use quotations sparingly

Below is a list of **18 HIPAA Identifiers** – each of them is considered **personally identifiable information** that is normally used to identify, contact, or locate a single person or can be used with other sources to reliably identify a single individual. When any part of this information is used in health care setting or combined with diagnosis information, or with information about payment for healthcare services, it becomes **Protected Health Information (PHI)**:

- **Name (including a part of it, e.g., actual name initials)**

- Address (all geographic subdivisions smaller than state, including street address, city county, and zip code)
- All elements (except years) of **dates** related to an individual (including birthdate, admission date, discharge date, date of death, and **exact age if over 89**)
- Telephone numbers
- Fax number
- Email address
- Social Security Number
- Medical record number
- Health plan beneficiary number
- Account number
- Certificate or license number
- Any vehicle or other device serial number
- Web URL
- Internet Protocol (IP) Address
- Finger or voice print
- Photographic image – Photographic images are not limited to images of the face.
- Any other characteristic that could uniquely identify the individual

## **Family Education Rights Privacy Act (FERPA)**

Students are expected to follow FERPA guidelines ([PPSC's Student Privacy and FERPA](#)). Example: do not post to social media any information about students' service learning/internship/practicum assignments.

## **Social Media, Mobile Devices, and Recording**

Behavioral Health students are expected to adhere to the College's Standards of Conduct ([Student Conduct](#)). Furthermore, BEH students are advised to exercise good judgment when using social media.

A few recommendations on how to avoid problems are highlighted in The National Council of State Boards of Nursing (NCSBN) White Paper: A Nurse's Guide to the Use of Social Media (2011):

- First and foremost, nurses must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
- Do not share, post or otherwise disseminate any information, including images, about a patient or information gained in the nurse-patient relationship with anyone unless there is a patient care related need to disclose the information or other legal obligation to do so.
- Do not identify patients by name or post or publish information that may lead to the identification of a patient in violation of the Health Insurance Portability and Accountability Act (HIPAA). Limiting access to postings through privacy settings is not sufficient to ensure privacy.
- Maintain professional boundaries in the use of electronic media. Like in-person relationships, the nurse must establish, communicate, and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the nurse does not permit the nurse to engage in a personal relationship with the patient.
- Promptly report any identified breach of confidentiality or privacy.
- Abide by all policies and procedures for social media set forth by clinical facilities.

Reference: National Council of State Boards of Nursing [2011]. White Paper: A nurse's guide to the use of social media. Retrieved from [National Council of State Boards of Nursing](#)

The College Behavioral Health faculty ask that BEH students, when posting, to be mindful of the copyright and intellectual property rights of the Behavioral Health Department.

BEH students are expected to leave cell phones in their vehicle or designated location at the service learning/internship/practicum site. Cell phones are not to be used or be in the student's possession while at the service learning/internship/practicum site. No personal phone conversations or texting are allowed while at the service learning/internship/practicum site.

No student shall videotape or audio record instructors or fellow students during service learning/internship/practicum experience for personal or social media use. At **NO** time shall clients be videotaped or photographed.

Students who discuss confidential or unprofessional information do so at the risk of disciplinary action which may include course failure and/or dismissal from the Behavioral Health Program.

Understand that all social media conversations that are exchanged through College accounts/social media channels may be subject to public records law. Each student is legally responsible for individual

postings. Students may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Students may also be liable if individual postings include confidential or copyrighted information (test and/or lecture materials, music, videos, photographs, text, etc.).

## Acknowledgement of Understanding: Online Program Expectations

As a student in an online program I, \_\_\_\_\_ (student name) understand that I will need to manage my time, prepare for assignments, and hold myself accountable for due dates and the quality of my work. I will review the course materials and syllabi at the beginning of each course and make a plan for my success in the class. I understand that if I have a disability-related need for an accommodation, it is my responsibility to contact the Office of [Accessibility Services](#) (719-502-3333) as soon as practicable after I become aware of the need for accommodation.

I agree to rent, borrow or purchase the required textbooks for courses in this program and will notify my instructor immediately if I am having issues obtaining the textbooks. I am aware that not all of my courses require textbooks. Course material information is found in each D2L course room.

I understand that I will need be responsible for scheduling with my service learning/internship/practicum site supervisor to complete the required service learning/internship/practicum hours required in my courses.

Student Printed Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

\*Sign and return to Behavioral Health Program Manager