

## Fieldwork in Applied Psychology (Internship) PSY 4905-101 (Wednesdays): Fall 2022

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<https://calendly.com/lucindapayne/office-hours>

### Course Meeting Schedule:

Selected Wednesdays 5:30-7:30 pm on Zoom

### Required Text (available on AsULearn):

Baird, B. N. & Mollen, D. (2019). *The internship, practicum, and field placement handbook: A guide for the helping professions* (8th ed.). New York, NY: Routledge.

Selected readings on ASULearn

### Course Description:

The Psychology Internship Program at Appalachian State provides students with practical experience in an agency related to psychology. To that end, Appalachian State University and the Department of Psychology will grant academic credit for satisfactory completion of approved work experience along with internship course requirements. Students can work with organizations that provide an opportunity to gain experience in a supervised role, with responsibilities that are relevant to psychology. The internship must include planned educational objectives, and be approved by the Department of Psychology Internship Coordinator in advance. Enrollment is by permission of instructor only. May be repeated for a total credit of six semester hours. Prerequisite or corequisite: PSY 3100, must be majoring in psychology, and must have a GPA of 2.0 in major coursework.

### Course Goals:

Students will work with a professional agency assuming some responsibilities, learn about the mission of agency, and be able to articulate that mission to others. Students will use effective written communication skills, and access relevant psychological literature to provide informed, thoughtful, and critical assessment of their work experience. Students will demonstrate effective oral communication skills to present to their peers and instructor, using professional tools, about their agency and responsibilities. Specific *educational objectives or goals* are required for each student, are developed with each internship supervisor, and are described in the Psychology Agreement completed by each student before enrollment.

### Summary of Course Requirements:

- 1. Regular participation at site:** Interns are expected to be at their internship site for the entire semester using the schedule agreed upon in advance. Any absences or tardiness will be anticipated and will be communicated with the site supervisor in advance. Excused absences that are arranged ahead of time and result in missed hours can be made up. Time and responsibilities on site will be documented using the weekly work log. Interns will continue on site through the agreed dates, regardless of hours accumulated. A **minimum** of 120 hours at your site should be documented via the Hour Logs.
- 2. Responsible, professional, and ethical conduct at all times:** Supervisors will provide reports of student conduct to the Internship Coordinator. Interns are expected to show up on time, do the work of the organization while on site, and be respectful of all coworkers and clients. Interns should stow their cell phones while on site and should not access their phones unless needed for an

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emergency.

- 3. Class attendance and participation throughout the semester (selected Wednesdays from 5:30-7:30 pm; 10% of final grade):** Because of the importance of classroom attendance and participation in covering supplemental topics, discussing internship progress, and sharing experiences with others, these things are required of all interns.
- 4. Weekly Hour Log and Brief Description:** Each week students should document the hours on site using the form on AsULearn. Students should sign the form and also have the supervisor sign to verify hours, and then upload this form to AsULearn each week. While completion of this task is not reflected in your grade, it is required by the University to receive credit for your internship. Save the hard copies (with wet or approved e-signatures; NOT simply typing names) and bring them to your instructor at the end of the semester, along with your supervisor evaluation.
- 5. Weekly Reflections (25% of final grade):** Each week students should post on AsULearn. See the instructions below for what your weekly post should address. Please see the rubric on AsULearn about how these are graded and be sure to include links to psychology ideas each week. These grades will be averaged at the end of the term.
- 6. Class Presentation (25% of final grade):** Using slides and other media as appropriate, describe your site and responsibilities using the guidelines provided below. Please see the rubric on AsULearn for how the presentations will be graded.
- 7. Supervisor Evaluations (40% of final grade):** Provide the form on AsULearn to your supervisor well in advance of the midpoint and end of your internship. The evaluation will use the same measure. The midterm evaluation (worth 10%) is to help you make any necessary course corrections and the final evaluation (worth 30%) is to assess your work over the entire semester. Your supervisor will complete these forms and review them with you. **The hard copy original forms signed by your supervisor (and you!) are due at the middle and the end of your internship (in person or by mail).**

### Weekly Hours Log Sheet and Work Description:

A summary of specific time spent on site needs submitted on the Work Log form and must be certified as accurate by an on-site supervisor (any employee who knows you worked can sign your hour sheet). Each time sheet should contain time worked during the week and should be submitted **after** the time has been worked. All hard copies will be turned in at the end of the semester, while electronic documentation will be uploaded to AsULearn weekly. Your hours are not directly factored into your final grade; however, failure to complete the minimum number of hours required for Field Placement (120) may result in an Incomplete grade or Failure depending upon the circumstances.

Paired with your hour summary, include a **brief** work description summary. This summary describes how you spent your time at your site. It should include a mention of time increments (this will vary depending on the nature of your site). The work description serves several purposes. First, it documents your activities and involvement in your placement. Second, it serves as a legal record should there be a question about your performance. Third, it helps you to become accustomed to documentation, which is required in most career fields including public agencies, private industry, and insurance companies. Do **NOT** use complete names or identifying information about clients or students. Use first names, pseudonyms, or initials when describing specific situations.

### Weekly Reflection Papers:

Weekly reflection papers allow you to demonstrate your learning and accomplishment of educational goals. Reflections include evidence of critical thinking. Thus, your ideas and analysis are important. What are your ideas about a client's difficulties? What factors are important in a given situation? How can agency service be improved and/or what factors limit service delivery?

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Whether you are involved in an agency fundraiser, observing a meeting, sitting in court, or helping analyze data, you should be thinking. **The reflections should also provide evidence of integration of information from past courses (see below).**

Your reflection is due each week by **Sunday at 11:59 pm**, via posting on the AsULearn site. **Each post should be 300-500 words in length** (there are 500 words on this single page of your syllabus). This is NOT a brief description of what occurred (you have already provided this in your work description). **This is your analysis of something related to your field placement experience and how this is linked to psychology.** You will be graded on the clarity of your response as well as the quality of your writing using the reflection rubric on AsULearn. Missing weekly papers will result in a 1/3 letter grade deduction from your final grade.

### **Critical Thinking Points for Reflections** (adapted from Monica Reis-Bergan)

Every week, please consider psychological concepts at your site such as, what course information is useful? For example, discuss how the child you are observing compares to expected developmental milestones (given what you have learned in child development courses). What psychological theories and principles do you observe? For example, how does the person's behavior compare to expected behaviors given the reinforcement received? Or what diagnostic criteria of alcohol use disorder is a person with an addiction showing?

#### **Week 1 – Welcome**

- Post a description of your site and your role at your site.
- Especially at the start of your placement (and at the end), reflect on your goals and the change you hope to experience (or have experienced). What are you most excited about?
- Consider the objectives/goals of your site (check the mission statement!) and then think about whether or not your site is meeting that mission with the information you have now. If not, what needs to happen for your site to move closer to its goals?
- ***In at least 1 way, relate the above to a psychological concept covered in one of your classes.***

#### **Week 2 – Safety**

- Have there been any dangerous incidents at your site in the past (relating to an intern or otherwise)? If so (without sharing any identifying information), what were they?
- What are some warning signs that a dangerous situation may be imminent? These signs include personal thoughts and feelings, and behaviors you might observe in others.
- What are some things you might do in a possibly dangerous situation?
- What are some things you could do to cope during or after a possible dangerous situation?
- ***In at least 1 way, relate the above to a psychological concept covered in one of your classes.***

#### **Week 3 – Professional Norms**

- Reflect on your goals and the change you hope to experience during your internship
- Consider the objectives/goals of your site (check the mission statement!) and then process whether or not your site is meeting that mission. If not, what needs to happen for your site to move closer to its goals?
- How does your site inform the community about their services? Is there additional outreach that is needed?
- How is “professional behavior” defined at your site?

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- Do different employees interpret professionalism in different ways?
- Do you think your site presents a professional demeanor to the community and the clients?
- Is it necessary to be “professional” in delivering the services offered at your site?
- What boundaries, if any, should be between client and staff?
- How do you show respect toward your coworkers and clients? How do they show you respect?
- *In at least 1 way, relate the above to a psychological concept covered in one of your classes.*

### Week 4 – Your Supervisor

- In considering your supervisor’s job, what aspects are easier/more attractive? Which aspects do you dislike or find cumbersome? If you pursue a career/job in the area you are in for field placement, how will you handle the difficult job aspects?
- Are there choices in how your supervisor spends time? What are the choices? Would you make different choices? Why or why not?
- What are you learning about effective service delivery?
- Is the client population at your site what you expected? Have you learned new information about this population?
- What do clients want from your agency? Is this goal different from the goal of the agency?
- How can you measure the effectiveness of the services offered at your site? Are there signs that people/children/clients are responding positively? What is the “success” rate? How is “success” defined?
- How does your site try to individualize service (or is it the same service no matter who is in need)? How well does your site match the service offered to the client’s needs? Give examples.
- What could your site offer that it does not offer? How could the new services complement the existing services?
- What are the needed skills, knowledge, and training for your supervisor’s position? Would you change these requirements? Why or why not? What makes a staff person successful at your site? Why does your supervisor do this job?
- *In at least 1 way, relate the above to a psychological concept covered in one of your classes.*

### Week 5 – Ethics

- Consider how confidentiality impacts your site. What sorts of sensitive information does your supervisor handle? What is done to protect that information? What are the “threats” to the information (ways the information may be disclosed inappropriately)? How well does your site comply with regulations such as HIPAA?
- How does the APA Code of Ethics apply to your site? What principles are important and which would not be useful as often? Do you see any difficulties or conflicts in trying to adhere to the code of ethics?
- How does your site handle documentation? What information is recorded? Who has access to the information? How is it used? How long is the information kept? Why was that time frame chosen? How much time is spent in “paperwork” and documentation? Would you make different requirements? Why or why not?
- *In at least 1 way, relate the above to a psychological concept covered in one of your classes.*

### Week 6 – Diversity

- How does your site handle diversity issues? Does the staff have the right tools (both specially trained skills and actual physical equipment) to serve all aspects of the entire community well?
- Does your site “screen” applicants for service in order to decide whether or not to offer

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assistance? Should your site screen applicants or should they simply serve people seeking help? Should your site have limits on services (such as offering only so many sessions of therapy per client or only so many weeks of service) or should clients be able to have as much time as they want? If service is limited, how is that decision made? What do you think of the choices? Would you make the same choices or not? Why?

- Compare and contrast ways in which you feel your field placement site promotes and practices diversity in its physical environment, written materials, as well as staffing patterns.
- Discuss some of your biases, prejudices, and or ignorances regarding diverse groups and detail the steps you utilize in attempts to identify and overcome them.
- *In at least 1 way, relate the above to a psychological concept covered in one of your classes.*

### **Week 7 – Midterm Check-In**

- What have you learned about yourself so far?
- What is the funniest thing that has happened at your site?
- What has been the hardest part of your internship so far?
- What new information do you want to share with your family/friends based on your internship? What will you do with this new knowledge that you have?
- *In at least 1 way, relate the above to a psychological concept covered in one of your classes.*

### **Week 8 – Stress Management**

- Are you noticing any behaviors in yourself that you would like to change? What are they? How would you change these?
- What are activities that you like to do to recharge? While it is ok to occasionally recharge in front of a screen (Game of Thrones, Instagram, etc.), most research indicates that unplugging is an important part of stress management.
- What career sustaining behaviors does your site utilize? What career sustaining behaviors can you use?
- *In at least 1 way, relate the above to a psychological concept covered in one of your classes.*

### **Week 9 – Applied Relevance**

- Discuss how your internship is related to an “Applied” PSY course you’ve taken, e.g. Educational Psychology (PSY 3000), Organizational Psychology (PSY 3207), Psychopathology (PSY 3212), Health Psychology (PSY 3653), Industrial Psychology (PSY 4206), Forensic Psychology (PSY 4208), Psychological Tests and Measurement (PSY 4660), or Applied Behavior Management (PSY 4700).

### **Week 10 – Biological Relevance**

- Discuss how your internship is related to a “Biological” PSY course you’ve taken, e.g. Perception (PSY 3215) or Biological Psychology (PSY 3216).

### **Week 11 – Developmental Relevance**

- Discuss how your internship is related to a “Developmental” PSY course you’ve taken, e.g. Child and Adolescent Psychology (PSY 3210) or Adult Development (PSY 3218).

### **Week 12 – Human Behavior Relevance**

- Discuss how your internship is related to a “Human Behavior” PSY course you’ve taken, e.g. Personality and Individual Differences (PSY 3211) or Social Psychology (PSY 3213).

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### Week 13 – Learning/Cognition Relevance

- Discuss how your internship is related to a “Learning/Cognition” PSY course you’ve taken, e.g. Principles of Learning (PSY 3214) or Cognitive Processes (PSY 3217).

### Week 14 – Summary of Experience

Keep in mind that this summary may be edited and placed on the course web site. Therefore, write only what you are willing to share with anyone, including your supervisor (who may receive a copy). Include information that might help future interns decide whether or not this placement site is appropriate for them.

- Briefly describe the mission and services at your site
- Describe the types of experiences and opportunities at the site – what things you were able to do
- Offer your impressions of the site – advantages, disadvantages (if any), limitations, what you like (and dislike) most about working there, etc.
- Tell something about what you learned at the site and how the learning influenced your career/vocational goals
- Any other information or impressions you would like to share
- ***In at least 1 way, relate the above to a psychological concept covered in one of your classes***

### Week 15 – Analysis of Knowledge, Skills, and Abilities

This will be helpful to you in developing a resume or simply in organizing your thinking for a job interview.

- List the skills, knowledge, and abilities that you have developed or significantly improved through the placement (consider improvements to your writing skills and documentation if you have made changes).
  - Mention the basis for improvement, where applicable. *Example: I developed skills in keeping children’s attention during guidance lessons through observing the guidance counselor each week. Then I planned six guidance lessons and presented these 18 times to classes. I learned how to adapt the content for various ages/ developmental stages to best suit the children in each class.*
- For at least two items you provide, briefly explain (in a few sentences) how it relates to *specific* knowledge or skills you gained in at least one of the undergraduate Psychology classes that you have taken here at Appalachian. This means you should talk about at least *two* Psychology classes you have taken at ASU. See Weeks 9 - 13 if you need help thinking about this.
  - For the example above, you might explain how it relates to specific content you studied in *Child & Adolescent Psychology, Cognitive Processes, or Applied Behavior Management.*
  - Of course, you can apply principles or knowledge gained from *any* of your previous or current Psychology classes, *be sure to mention the Psychology principles specifically.*

### Week 16 – Personal Change

- Have you changed because of your internship experience? If so, how?
- What do you wish you knew at the beginning of your internship that you know now?
- How do you say goodbye and thank you?

### Presentation:

During the second half of the term, students will present on their internship experiences. Presentations should be 15-20 minutes in length. Sites are different and presentations will vary. Some sites have developed video presentations about the agency. It is fine to use these if brief and if the agency has secured written permission to use photos, etc. Do not include any identifying photos or names of clients or children. Provide copies of any printed or digital materials available about your agency as appropriate.

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Please email a copy of your presentation to the instructor before class.

Each presentation should include:

- Overview of your agency.
- Summary of services provided.
- Organizational pattern – who works there?
- How is your agency funded?
- Who does your agency serve and how many are served in a typical year?
- What are the goals of your agency? What has your agency accomplished during your time there?
- Provide examples of typical ways you spent your time. What is your role?
- What was the most meaningful experience you had at your agency?
- What are your agency's plans for the future (expand, cut-back, different services, different populations served)?
- How does your internship impact your own plans for the future?

### Course Schedule (may be subject to change):

Week	Date	Class Topics	Chapter	Due Each Sunday @ 11:59pm to AsU Learn
1	8/24	Welcome! Syllabus & orientation Safety	9	Weekly reflection Hour log
2	8/31	<i>No class</i>		Weekly reflection Hour log
3	9/7	Professionalism Peer supervision	5	Weekly reflection Hour log
4	9/14	<i>No class</i>		Weekly reflection Hour log
5	9/21	Ethical and legal issues Peer supervision	4	Weekly reflection Hour log
6	9/28	<i>No class</i>		Weekly reflection Hour log
7	10/5	Diversity Peer supervision	6	Weekly reflection Hour log
8	10/12	Stress and self-care Peer supervision	8	Weekly reflection Hour log
9	10/19	<i>No class</i>		Weekly reflection Hour log
10	10/26	Student presentations		Weekly reflection Hour log Hard copy of midterm evaluation
11	11/2	Student presentations		Weekly reflection Hour log
12	11/9	Student presentations		Weekly reflection Hour log
13	11/16	Student presentations		Weekly reflection Hour log

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14	11/23	<i>Thanksgiving Break – no class</i>		Weekly reflection Hour log
15	11/30	Resume review Finishing the internship Peer supervision	11	Weekly reflection Hour log
16	12/7	<i>ASU Reading Day – no class</i>		Weekly reflection Hour log
	12/14	<b>Final Exam Period: Wednesday, December 14 from 5:30-8pm</b> Frustrations, lessons, discoveries, and joy <i>We will meet in person for this “final exam”; room TBD</i>	12	Hard copy of thank you note, hour logs, and final supervisor evaluation

### Final Grade Breakdown:

Weekly reflections	25%
Presentation	25%
Supervisor’s midterm evaluation	10%
Supervisor’s final evaluation	30%
Class attendance/participation	10%

### Grading Scale:

A	89.5 – 100
B	79.5 – 89.4
C	69.5 – 79.4
D	59.5 – 69.4
F	0 – 59.4

Final grades will be provided only when all agreed upon hours are completed and all materials are received by the instructor. Attendance, participation, assignment completion, and supervisor evaluations will be used to determine final letters grades.

### Course and University Policies:

**Attendance Policy.** Attendance is essential to your success in this course and combined with participation makes up 10% of your final grade. Coming to class on time and doing the assigned readings before class are expected. **Your camera should be turned on during class.** Please notify me during the first three weeks of the semester if you will be missing class due to a university sponsored event or a religious observance. Students should contact the Dean of Students if they are hospitalized or if they experience a death in the immediate family. If you must miss class, it is your responsibility to get notes and assignments from a classmate. For additional information about the university’s attendance policy, please visit <http://academicaffairs.appstate.edu/syllabi>

**Manners.** We will discuss some difficult topics in this class. Please respect yourself and your classmates by refraining from inappropriate or unkind comments. We are all here to learn; our class needs to be a safe place where each of us can speak and ask questions freely. **Students are expected to arrive and**

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**leave class on time; abstain from texting, emailing, or using cell phones during class; and refrain from chatting with friends during class.** If your phone is registered with the APPSTATE-ALERT system, it should be turned to the vibrate setting during class. Additionally, **please do not smoke, use e-cigarettes, or chew tobacco in class.** For information on how to quit using tobacco products, visit the Wellness Center for classes and Student Health Services for low-cost nicotine cessation products. Please let me know if you need more information.

**Statement of Fairness.** I will make every attempt to present material and to treat students in a respectful manner. If you ever feel I have presented material or treated students in an unfair manner based on ethnic background, sexual orientation, gender, sex, religion, or other factors, please talk to me. I also welcome your anonymous comments about our class.

**Academic Integrity.** Students who cheat or plagiarize are in violation of the Appalachian State University Academic Integrity Code and could fail this class and be expelled from the university. All work submitted should be originally created by you. If you are unsure what qualifies as cheating or plagiarism, please consult the American Psychological Association Publication Manual, the library website, or come to see me. Plagiarism is stealing and is punishable by disciplinary action within the university. For more information, please visit: <https://studentconduct.appstate.edu/> or <http://academicaffairs.appstate.edu/syllabi>

**Disability Resources.** Appalachian State University is committed to providing an inclusive experience, accessible learning environments and equal opportunity to individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Individuals needing reasonable accommodations should contact the Office of Disability Resources (828.262.3056 or [odr.appstate.edu](http://odr.appstate.edu)).

**Weather.** We will meet when the University is in session. In the event of inclement weather, the University will announce schedule changes by 6.30 am (check [www.appstate.edu](http://www.appstate.edu) or call 828-262-SNOW).

**Student Engagement with Courses.** In its mission statement, Appalachian State University aims at "providing undergraduate students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers" as well as "maintaining a faculty whose members serve as excellent teachers and scholarly mentors for their students." Such rigor means that the foremost activity of Appalachian students is an intense engagement with their courses. In practical terms, students should expect to spend two to three hours of studying for every hour of class time. Hence, a fifteen-hour academic load might reasonably require between 30 and 45 hours per week of out-of-class work.

**Academic Freedom.** Per the Faculty Handbook, it is the policy of Appalachian State University to support and encourage within the law full freedom of inquiry, discourse, teaching, research, and publication for all members of the academic staff of this institution. Appalachian State University will not penalize or discipline members of the faculty because of the exercise of academic freedom in the lawful pursuit of their respective areas of scholarly and professional interest and responsibility.

**Food Insecurity.** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, 324 Plemmons Student Union, for a list of resources and support. The Mountaineer Food Hub and Free Store is a free resource with pantry and personal care items, located in the Office of Sustainability on the bottom floor of East Hall. There are also other campus pantries in the following locations: Belk Library, Broyhill School of Music (Room

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226), Everyone Eats Food Pantry (Leon Levine Health Sciences- Room 542G), Garwood Hall (Room 231), MS Shook Health Services (Miles Annas Bldg), Rankin Science West (Room 327), Reich College of Education (James Center), Student Access (DD Dougherty), Walker Hall (Room 230), and Wellness and Prevention Services (next to the App State Post Office). Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to assist you with finding the resources you may need. For more information visit <https://sustain.appstate.edu/initiatives/food-pantry/>

**Public Sharing of Course Materials.** All course materials, including video, may be subject to intellectual property protections under applicable law and regulation and are for the sole use of students enrolled in this class. Students do not have permission to copy or record materials except for personal use in the context of this class and students do not have permission to share any class materials, including videos, in any manner on any platform without the prior express permission of the faculty member teaching this course.

**Mandatory Referral.** Appalachian State University is committed to maintaining a safe learning environment for all students, regardless of sex, sexual orientation, gender, gender expression, and gender identity. To meet this commitment, and to comply with state and federal laws, Appalachian faculty are required to complete a referral to the Office of Title IX Compliance for any instances of Sex-Based Misconduct, such as sexual harassment, dating or domestic violence, stalking, sexual assault, or any form of gender-based harassment/discrimination. The purpose of the referral is to ensure you are made aware of the campus and community resources and support that are available to you at no cost and so that you are aware of your reporting options. Once a referral is made, a Case Manager will reach out to you privately, and discuss the resources and support available to you. You will not be required to participate in an investigation or discuss this incident and the university will not take action without your consent unless there is an immediate safety concern to the campus community. Whatever level of participation you choose, your privacy and confidentiality are of the utmost importance, which is why you may seek resources and support whether you participate in an investigation or not. Please visit <https://titleix.appstate.edu> or call (828) 262-2144 for more information or follow us on Instagram @Appstatetix.

**COVID Information.** The most up-to-date information on the university response and policies on COVID can be found at <https://www.appstate.edu/go/coronavirus/updates/>. Please visit this website for information on vaccinations, testing, isolation, and exposure.